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ABSTRACT

Presented is a curriculum guide for a perceptual motor program which was developed by Project Success (Nebraska) through a Title III grant for language learning disabled elementary level students in kindergarten through grade 3. The program is said to be arranged in a hierarchy of skills ranging from simple to complex and to be written so that the instructor asks questions that the child answers by movement. It is advised that a chart be kept for each child to enable both the teacher and child to see progress, and to motivate the child to procede on an individual basis. The program is said to comprise five areas: muscular strength, dynamic balance, body awareness, spatial awareness, and temporal awareness. Activities in each area are presented in terms of teacher instructions, objective, concepts, materials required, and questions or directions to be given by teachers. Noted is inclusion of a pretest/posttest and warm up exercises. The following are among activities given for the five areas: body bridges, jumping and tug-of-war activities to achieve muscular strength; balance beam and baton activities to improve dynamic balance; identification of body parts, trampoline, and obstacle course activities in the area of body awareness; ball handling, bean bag, and parachute activities to achieve spatial awareness; and marching, metronome pacing, and rhythmic games to gain temporal awareness. Additionally included are lists of resource materials (with addresses), progress charts, and a day-by-day guide for a 33-week kindergarten motor perception program. (MC)

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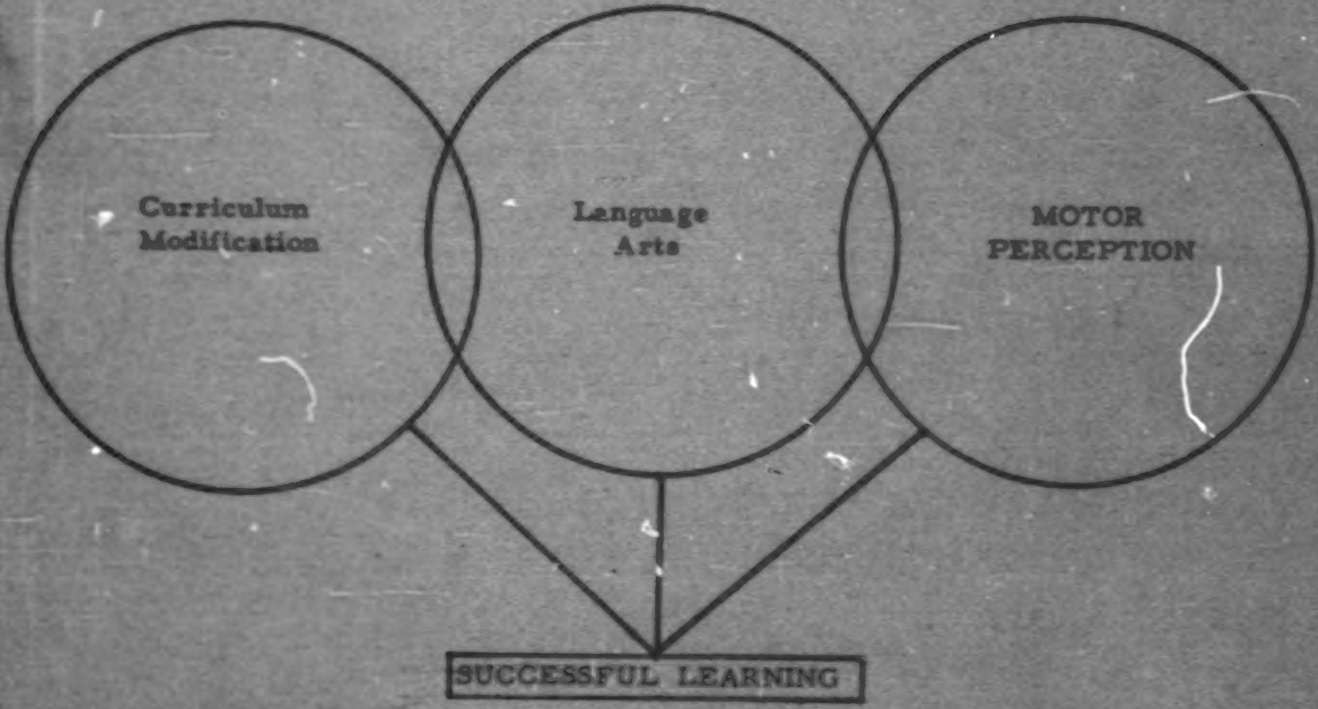
PROJECT SUCCESS
FOR
THE SLD CHILD


Curriculum Modification
Language Arts
MOTOR PERCEPTION
SUCCESSFUL LEARNING

West Elementary School
Wayne-Carroll School District
Wayne, Nebraska

Richard Metteer
Project Director
E.S.E.A. Title III

EC 061395

Some of the materials used in this E.S.E.A. Title III booklet, has been taken from other books and authors. The major areas of Muscular Strength, Dynamic Balance, Body Awareness, Spatial Awareness and Temporal Awareness are those of Ray Barsch. A complete list of books which were helpful in the writing of this project are listed in the Bibliography.

The project presented or reported herein was performed pursuant to a Grant from the Department of Education, E.S.E.A. Title III, State of Nebraska. However, the opinions expressed herein do not necessarily reflect the position or policy of the State Department of Education, and no official endorsement by the State Department of Education should be inferred.

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INTRODUCTION

It would indeed be a great accomplishment for science to develop a pill, that when taken, would assure the success of a child entering school. Too often the child who is in the elementary grades is frustrated, discouraged, and unable to achieve because of a learning disability which may affect either verbal or non-verbal areas. The specific learning disability child can be helped if he is recognized and his problems identified. The purpose of Project Success is to help the SLD child develop totally; and to develop the total child we feel that we must not only work in the area of language arts (verbal), but also in the area of motor perception (the non-verbal).

For many years there was thought to be a connection between the physical and mental training of a child. Today there is more and more evidence that a good motor performance is essential for efficient use of the intellect and that sensory-motor activity provides the basic building blocks of the child's perceptual development. This is especially true in the pre-school and primary years. Studies in child development have established the sequential development of the child as being a step-by-step process with motor development being the base of later higher order developmental processes. On the basis of the work of such authorities as Piaget, Roberts, Barsch and Frostig, it is now believed by many that a child whose motor base has been incompletely or inefficiently established will likely have difficulties in verbal areas such as language or mathematical processes or non-verbal areas such as time, orientation, spatial and social perception. The work of such investigators as Gessell Ilg, Bullis, and Getman permits the making of judgements concerning the developmental level of a particular child by observing his motor performance.

Project Success through the perceptual motor program will endeavor to provide a learning situation which will help the specific learning disability child develop an efficient, effective motor base. We feel this program, although primarily developed for children with a learning disability, could serve, to some degree of success, as a total physical education program for grades kindergarten through second or third grade.

This program is set up on a hierarchy of skills, which range from the very simple to the more complex. All material is so written that the instructor asks questions or gives a challenge to which the child must answer by movement. The auditory, visual, kinesthetic and tactual modes of learning are all used in order to capitalize on the child's strengths and at the same time remedy his deficits. A chart is kept for each child so that continuous progress can be seen by the instructor as well as the child. The child then progresses at his own rate on an individual basis.

The program itself is divided into five areas. These areas are: 1) Muscular Strength. (Some degree of muscular strength must be present before any movement can take place; A very important specific in this area is the development of awareness of the amount of strength that is needed for a particular task.) 2) Dynamic Balance. (In this area the child develops an understanding that his body is divided into two vertical parts and an awareness of right and left. This allows the child to coordinate one side of his body with the other.) 3) Body Awareness. (In body awareness the child finds the answer to the question, "Who am I? What are my parts? How do they work and how can I use them to help me?") 4) Spatial Awareness. (Here the child finds the answer to the question "Where am I" Where am I in space? How much space do I take up? How much space do I need?") 5) Temporal Awareness. (In this area the child has a chance to develop a tempo, a time, a rhythm with which to pace his entire life.)

If the child were to complete the hierarchy of skills in each of the five areas, he could then be moved from the specific learning disability program to a regular class in physical education. All our work is primarily remedial, and our aim is to get the child back into the regular classroom, but only after he has met his basic needs. The earlier we recognize the needs of the learning disability child the higher the degree of success in remediation.

The teacher is the key to the success or failure of the child. The responsibility of the child's improvement lies directly with the teacher. We cannot realistically make demands that a child cannot meet. How can we as teachers expect the child to meet or excel in the classroom without the child first finding out about himself? The motor-perception program in Project Success will not only help the child find out about himself and how to move more efficiently but also through the program's multi-sensory approach will develop visual, auditory and other skills necessary to children if they are to cope successfully with academic demands.

PROJECT SUCCESS

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PROJECT SUCCESS

MOTOR-PERCEPTION

ACTIVITIES

Project Success
for the S. L. D. Child
MOTOR-PERCEPTION ACTIVITIES

Name______________________________ Grade________ Sex: M F
Last First Initial

Birth Date__________________________ Pre-test date____________
Month Day Year

Post-test date____________

Pre-test height______Post-test height______

Pre-test weight______Post-test weight______

(Use different color ink when scoring post-test.)

Hand, Eye, Foot choice

A.	Hand	R	L
B.	Eye	R	L
C.	Foot	R	L

Area I Part I MINI-GYM FOR MUSCULAR STRENGTH

To the instructor: This test is an indicator of over all muscular strength. It will be given each child in the fall and in the spring of each school year.

The Mini-gym is an exerciser with accommodating resistance. A pen recorder and paper graph attached to the mini-gym provides a continuous tracing of a graph of the students' strength over a specific range of motion. This chart recording mechanism measures muscle performance with great accuracy. We test for leg and arm strength.

1. Leg Press - (leg strength) - The student must keep his arms and back straight. Leg score______ ______ pounds.

2. Military Press - (arm strength) - The student must keep his legs and back straight. Arm score ______ ______ pounds.

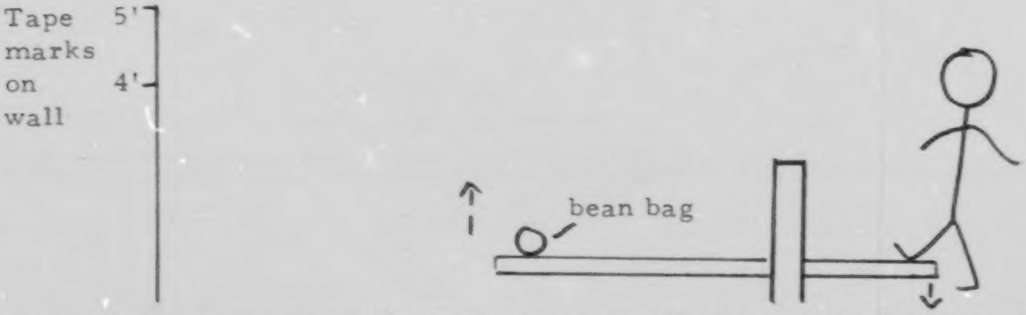
Use local norms and compare progress between Pre- and Post tests.

The standing jump can be used in school where the mini-gym is not available.

Area I Part II PRESSURE BOARD TEST OF STRENGTH APPLICATION

Can the student apply the correct amount of pressure to lift a bean bag between 4' - 5' once in 5 attempts? yes_____ no _____

Circle attempts made: 1 2 3 4 5 _____of five



The pressure board is a 4' piece of lumber 2" wide and 1/2" thick. The board is placed on a fulcrum that supports the board 2" off the floor. The board fits into a 2" groove of the fulcrum which prevents the board from sliding out of place.

Tape marks 4' and 5' from the floor are placed on a wall next to the floor.

Area II DYNAMIC BALANCE

Part I Balance Beam Pre-test

Can he keep his eyes on the target directly in front of him at eye level and walk a 4' balance beam which is 6" off the floor without falling off.

	yes	no
1. walking forward	_____	_____
2. walking backward	_____	_____
3. walking side right	_____	_____
4. walking side left	_____	_____

Can he balance for 5 seconds on the 2" side of the balance beam 6" off the floor without falling off?

5. right foot vertical	_____	_____
6. left foot vertical	_____	_____

Area III BODY AWARENESS

Part I Identification of Body Parts Pre-test

Stand in front of the child while giving commands. Ask the child to touch his body part. If the body part is a pair he must touch each member of the pair. Write an "H" in the right margin if the child touches the body part correctly, but hesitates before doing so.

1.	touch your shoulders using both hands	yes	no
2.	touch your head	yes	no
3.	touch your eyes	yes	no
4.	touch your chin	yes	no
5.	touch the back of your neck	yes	no
6.	touch your elbows	yes	no
7.	touch your ankles	yes	no
8.	touch your knees	yes	no
9.	touch your littlest toes	yes	no
10.	touch your heels	yes	no
11.	touch your wrists	yes	no
12.	touch your R hand to the R knee	yes	no
13.	touch your L hand to your L ear	yes	no
14.	touch your R hand to your L eye	yes	no
15.	touch your L hand to your R ankle	yes	no
16.	touch your toes, nose, ankles	yes	no

1. Did not quickly touch the body part called for.

2. Did not touch both members of a pair.

3. He did not touch the described body part accurately, "feeling around" for it.

4. He did not have the proper sequence and carry out the question, without you repeating it more than once, or needing more than two trials.

Part II Angels-in-the-snow

To the instructor: This test is particularly useful in detecting problems in neuromuscular differentiation and specific problems with right and left sidedness. The child lies down on the mat and moves his arms and legs. A brief demonstration and practice session is desirable. Make sure the arms and legs are straight, fully extended, and in contact with the mat. Use a 4' by 8' mat that has been divided into four sections, one vertical line in the middle of the mat and one horizontal line two-thirds of the way from one end. The child should lie so that the middle of his body lies at the point at which the lines intersect. Child is to lie on his back.

Page 44 in The Purdue Perceptual-Motor Survey.

1. Move just this arm. (examiner points to the right arm.) yes no
Now move your arm back to your side.

2. Move just this arm. (Point to left arm.) Move it back to your side. yes no

3. Move just this leg. (Point to right leg.) Move it back together. yes no

4. Move just this leg. (Point to left leg.) Move it back together. yes no

5. Move both arms. Now back. yes no

6. Move both legs. Now back yes no

7. Move this arm and this leg (Point to left arm and left leg.) Back. yes no

8. Move this arm and this leg. (Point to right arm and right leg.) Back. yes no

9. Move this arm and this leg. (Point to right arm and left leg.) Back. yes no

10. Move this arm and this leg. (Point to left arm and right leg.) Back. yes no

11. Move both arms and both legs together so that they open and close at the same time. yes no

Score

1. He can not visually identify the part to be moved.

2. The limbs aren't moved smoothly and decisively.

3. There is overflow into other limbs.

4. He can not make necessary corrections with only one repetition of instructions.

Area IV SPATIAL AWARENESS

Part I

1. Can he bounce the ball waist high with both hands, hitting within a 1' square, and catch the ball each time keeping his eyes on a fixation point, at eye level in front of him?

Part II

Play catch with the student, having him throw the 8 1/2" ball in the air to the instructor. The instructor then bounces it back. Throwing distance: Kindergarten - 12'; 1st and 2nd grades - 15'; 3rd and 4th grades - 18'.

		yes	no
2.	Does he throw consistently with the same arm?	___	___
3.	Can he throw the ball in the direction of the instructor, so that the instructor can catch it, keeping one foot stationary.	___	___
4.	Does he keep his eyes on the instructor when he throws?	___	___
5.	Can he catch the ball after one bounce?	___	___
6.	Can he catch the ball without blinking?	___	___
7.	Does he step with the foot opposite the arm he throws?	___	___

Area V TEMPORAL AWARENESS

Part I Jumping and Hopping

		yes	no
1.	Can he jump over an object keeping both feet together?	___	___
2.	Can he jump 5 times within a 12" square without losing his balance? (Both feet)	___	___
3.	Can he hop on the right foot within a 12" square without losing his balance?	___	___
4.	Can he hop on the left foot within a 12" square without losing his balance?	___	___
5.	Can he skip around you in a smooth manner?	___	___

Part II Metronome

1.	Using a metronome, can he clap a steady beat?	___	___
2.	Can he tap his left foot to the beat?	___	___
3.	Can he tap his right foot to the beat?	___	___
4.	Can he take a short hop with both feet to the beat?	___	___

Exercises

The exercises are designed to be used at the beginning of each class period. Group exercises at the beginning of the class provide a general warm-up and a method of getting the class organized.

ACTIVITY: Calisthenic exercises

OBJECTIVE: Given an example the students will be able to perform the exercises that have to do with dynamic balance.

AREA: Gym or classroom, inside or out depending on the activity that is to follow.

To the instructor: Calisthenic exercises can be used two ways. They can be used to develop endurance or as a warm-up activity. In this project all exercises are to be used only as a warm-up. The children may pick a student leader or you may be the leader, in any event one person should be in charge. Describe each exercise the first time. Start the exercise with ready-go. Do not spend over 5 minutes on exercises, but repeat them daily within this area.

1. Toe Touchers (both feet)
   The child stands erect with feet a shoulder width apart. On the number he bends at the waist only and touches both hands to his toes. On up he returns to the standing position. Ready-go 1, up, 2, up and so on.

2. Jumping Jacks
   Child stands in an upright position with arms and hands down along his side. His feet are close together, but not touching. On the number one he jumps into the air, and at the same time his feet go apart and his hands come up over his head. On the number 2 he again jumps into the air and his feet come together and arms go down to his side. When the child can do both parts well,count faster and put the two parts together.

3. Trunk Twisters
   In this exercise the child bends only his upper body. The knees and feet do not move. The child again stands erect with his feet as wide as his shoulders. This is done to a four count. On 1 the child bends forward until his upper body and lower body form a 90 degree angle. on 2 rotate the body to the right, on 3, rotate as far backward as possible and on 4 as far to the left as he can. Repeat the count as many times as you want.

4. V - sit

Here the child sits on the floor. This can be done to a count or as a stunt without a count. The child goes from a seated position to a sitting position with all his weight on his behind, and with his legs and hands forming a V.

5. Deep Knee Bends

These deep knee bends or sometimes called squat bends are started in the upright position. The upper part of the body does not bend, only the knee bends and they do so until the child is in a squat position. The count is 1, up, 2, up, and so on.

6. Push-ups

The child lies on the floor face down. His hands are palm down, directly under his shoulders. Keep the body straight. On up he pushes against the floor so that only his palms and the tips of his toes touch the floor.

Area I

MUSCULAR STRENGTH

How much strength does a guy need?

Muscular Strength

Some muscular strength must be present in the human body before any movement can take place. The first movement as a fetus before birth is the result of contracting of muscle tissue. These muscles are attached to the framework of the body which is the skeleton. When the muscle is moved, the bone or bones are also moved and we have an action-reaction type of movement.

Muscular strength gives to us the ability to work and play and to withstand the daily physical routine, where we are constantly working against gravity.

The children who have a problem in the area of muscular strength are not always weak or lacking in muscular tone. These children are capable of movement and in some cases are leaders in physical activity. The problem lies in their ability to apply the amount of strength or force to meet the needed task or situation. They must be able to answer the following question. "How much force should I apply to move the object ?" They may be capable of great force. However, if the object is light, can they only exert the amount of force needed? They must also know the limits of their strength. Once children have learned how to regulate the amounts of force needed, certain procedures in the classroom should become more efficient. (They will not tear their paper or hold their pencils too tightly if they can regulate their strengths.)

Through the activities in the area of muscular strength, children should grow in the awareness of how much strength is used for a particular task. These activities are concerned with all areas of the body but with emphasis on the hands and legs.

ACTIVITY: Bridges

OBJECTIVE: Given a question or a challenge, the student will be able to perform without a great deal of hesitation.

CONCEPTS: In this creative approach to muscular strength, the child will use his body to form and hold a position asked for. We should constantly strive for perfection, making sure each child has performed correctly. Take time on each question and ask for discussion.

MATERIALS: None

AREA: Large classroom or gym

To the instructor: This creative approach to muscular strength is in the form of questions and challenges. After each question or challenge you must evaluate as to whether the child has carried out all parts of that question. All bridges should be held for at least five seconds. If he has, you may continue by asking the next question. If he did not carry out what you wanted, help him with a demonstration or have a student leader help. Mark the spot on the child's progress card, and start there the next time class meets.

1. Who can make a bridge leaving room for water to run under?
2. Can you make a long, low bridge?
3. Can you make a high bridge?
4. Can you make a short bridge?
5. How else can you make a bridge?
6. Can you make a bridge using one hand and two feet?
7. Who can make a bridge using one hand and one foot? (Hold it for the count of seven.)
8. Can you make a very different shaped bridge?
9. Can you and a partner make a bridge together?
10. How could this be a drawbridge?
11. Can one partner crawl under the bridge and then go over it?
12. How low a bridge can you go under?
13. How high a bridge can you go over without touching the bridge?
14. Who can balance on 3 points?
15. What other way can you balance on 3 points?
16. Can you balance on 3 points, using your head as one of the points?
17. Can you do it using something other than both feet?
18. Can you balance on a two point base?

19. Can you balance in a high position?

20. Can you balance in a low position?

21. Is it easier to balance in a high or low position? Why?

22. Is it easier to balance on a 2 or 3 point base?

23. With your partner make bridges to leap over.

24. Who can clear the highest bridge without bumping?

25. Find a partner. One partner is to be the base and the other the top. In what position can you be so that the top man does not touch the ground?

26. Find another way so that the top man does not touch the ground.

27. Trade spots with your partner, and find two ways to keep the top man from touching the ground.

28. Join with a couple nearest you. What can the four of you do to make a pyramid?

29. Can you build a different type of pyramid?

30. Can you have two bases and two top men?

31. What can you do with three (3) bases and one top man?

32. Can you balance only on your two hands?

33. Can you do it longer each time?

34. What activities took a great deal of strength?

Muscular Strength

ACTIVITY: Super charging with two carts

OBJECTIVE: All students will be able to perform physically, in response to each verbal question asked by the instructor.

CONCEPTS: We want the child to become aware that different amounts of strength must be used for different tasks. This will largely be an experimental approach. The response to each question must be completed satisfactorily by the student before he can move to the next. Progress is to be marked on the child's chart.

MATERIALS: Two carts per student. Wall or object to push off from, numbers or letters, or some type of floor markings. The cart used is a 12" by 12" board with a caster wheel in each corner.

AREA: Gym or flat smooth surface with some object to push off from. Large classroom can be used if gym is not available.

To the instructor: These activities are for muscular development with the use of carts. The experimental approach is used, with the knowledge that all Wayne students but the first grade has had some work on them. The idea is this activity is to develop the amount of strength that is needed for a task and to find the limits of that strength. After asking the question, start the activity by saying, "Ready-go."

A. Have the students use 2 carts, placed under them in a prone position. The term super charging refers to pushing off a solid object. Children should try and go straight, with eyes on target. Use a bean bag to mark the target.

Questions:

1. Using your legs to super charge, and pushing off the wall, how far can you go?

2. Can you go farther than last time?

3. Using all your power I would like to see your very longest super charge.

4. Sometimes we like to super charge backward. Lie on the cart with your hands against the wall. How far can you super charge using your hands to push off the wall?

5. Can you super charge farther using your hands?

6. Now using all the muscle in your arms I would like to see your very longest super charge.

7. We all know we have a front side and a backside. This time I would like to see you put your backside on both carts, do this is a lying down position.

8. Can you super charge using your feet, while your backside is on the cart?

9. Show me how you can do it. (Have a few minutes to try.)

10. Is it harder or easier than on your front side? (verbal)

11. Why? (Verbal reason given for their choice and then give a summary.)

12. Let's try this a new way. How far can you super charge this way?

13. Do you think you can do it farther this time? Let's try.

14. You have shown me that you can use your feet to super charge while on your backside. Now let's try super charging with our hands. (Give some time for experimentation.)

15. I would like you to show me how far you can super charge using your hands.

16. What helps you go so far? (Verbal answer. Point out if they don't discover for themselves - that the closer they are to the wall when they start the more power they can have.)

17. With what we have learned about the wall and being close to it, do you think you can go farther this time?

18. You may have your choice of lying on your back or your front, using your feet or your hands. This time I want you to use only one hand or foot to push or super charge. What do you think will happen? (Wait for verbal response.) Let's try it and see if you were right.

19. Did you go the way you thought you would? Why? (Verbal answer.)

B. In the following activity we will try to develop the realization of needed strength for a particular distance. We will call this "Taking a Trip."

Let's Take a Trip

To the instructor: (Two carts per student.) In the following activities on the carts, the same guidelines should be followed as in part A. Explain to the children that they are going on a trip. The car they are driving is their cart. Their car does not have brakes and therefore, they can not use their hands or feet to stop it. Instead they super charge and coast to a stop.

20. Are you all ready to go on a trip? The first place that we are going is to the number 1 (can also use any letter.) (Make the distance as far or near as you like, but remember that everyone should be able to reach it with one super charge.) Can everyone see the number 1? Please remember that you can only super charge once and that you do not have any brakes and must coast to a stop. We want to see who can come the closest to the number 1.

21. Who can come the closest to number 2? (Change the distance.)

22. Go to number 3. (Change the distance again.)

23. Go to number 4. (Different distance.)

Have 4 different stations to go to. The first child that completes the four range of distances is said to have arrived at his trip or vacation spot. Throughout, emphasize in discussion the necessity for the child to analyze the feedback his muscles give him in order that he can correct mistakes of calculate changes. Use such questions as these: Did you feel in your legs how much strength you used? Think about it this time when you super charge. Will you need more strength this time or not so much to get to the target?

Muscular Strength

ACTIVITY: Single cart activities

OBJECTIVE: Students will be able to give answers, verbally and physically to the questions asked.

CONCEPTS: By asking questions to which we want either a verbal or physical response, we are developing both the auditory and motor systems. Single cart activities have a higher degree of difficulty because of less stability. These questions will provoke thought and actions. Be aware of the students who have to watch someone else before they can carry out their response to the question.

MATERIALS: One cart per student

AREA: Gym or large floor space free from obstructions.

To the instructor: In the following activities one cart is to be used per student. The same signals of ready-go are used. No super charging in the first eight activities.

1. See how many different ways you can ride your cart, and please count them. (A child should be given from 2-5 minutes to find different ways.)

2. How many different ways have you found to ride your carts? Tell me the number of ways.

3. Can you show me the different ways that you have found?

4. Which of the different ways that you have found is your favorite? Why?

5. Which way is the easiest? Which way is the hardest?

6. Which way is the fastest?

7. Now that you have found out the way you like to go and have done it I would like to have you try some of mine. Sit on the cart, so that your bottom is in the middle of it. Can you go forward on your cart at a slow speed?

8. Can you go backward on your cart at a slow speed?

9. Can you find a spot on the wall that you can put your feet so you can super charge?

10. I would like for you to super charge again, this time mark the spot that you end on with a bean bag.

11. How many pushes with your feet, without super charging, would it take you to reach the same spot? (Have them give a verbal answer.)

12. Let's see if the number you said is right. Everone ready-go.

13. Were you correct? How many did it take you? (Verbal answer.)

14. If you push harder would it take you more or fewer pushes? Why? (Verbal answer.)

15. Let's see if you're right. Push harder this time and see if it takes fewer pushes.

16. Were you correct? (Verbal answer.)

17. I would like for you to change position on the carts. Can you pull your feet up on the cart with you? Now you may ride around for a few minutes. (Only hands are used to push carts.)

18. Can you do the same thing using only one hand?

19. Push as hard as you can and coast to a stop. Ready-go. How far did you go?

20. I really think that if you try with all your muscle you can go farther than that. Get your muscles ready. Ready-go.

21. I would like you again to change positions on the cart. This time put both knees on the cart. Be careful that your toes are not touching.

22. Ride around the gym in this new way. Be ready to come back when I blow the whistle.

23. How can you turn right? Find a way using only your hands.

24. Find a way to turn left using only your hands.

25. How fast can you go on the cart? (Be ready to stop on signal.)

26. Can you play "follow-the-leader" on your knees? You may go anyplace in the gym.

27. Can you play "follow-the-leader" on your knees going backwards?

Muscular Strength

ACTIVITY: Jumping Board for strength

OBJECTIVE: Each child will grow in his awareness of the strength that is needed for the type of reaction that is expected.

[illegible]EPTS: This activity helps develop lateral and internal awareness of left and right and fore and aft. In maintaining his balance, he must make precise adjustments with each side of his body. If he confuses the sides he not only fails to make the necessary correction but compounds the force for which he was trying to compensate.

MATERIALS: One jump board for each child, bean bag, basket of some type, mats if you want. (Jump boards are easily made. Use 12" board 6 feet long, 1" thick. Nail a 2 x 6 across each end.

AREA: Any area outside or in. Surface should be as flat as possible. A classroom will work.

To the instructor: Throughout the jumping board activities the child should look at a fixation point. The term "free style" refers to any way the child wants to jump. The jump board activities are good to use if a trampoline is not present. The trampoline questions in Area III can be adapted for the jump board.

1. Jump on the board in free style, trying to stay on the board in one place. (In this activity the child will discover faulty motor patterns and problems in rhythm. He must maintain a rhythm to get a bounce.)

2. Can you jump on the board and catch a bean bag that I will throw to you? (If he can, and still bounce, move to the next question.) (He should be able to do this three times in a row.)

3. I would like to give you this weight (a bowling pin) will you put it in your right hand and jump with it. (If the child has difficulties let him practice for a while, if not go to question 4.)

4. Here is a weight for the other hand, that would be your left hand. Now I want to see you jump with two weights. Ready-go.

5. Here are two bean bags. Put one in each hand. When I say go, jump up and down on the board. I want to see if you can throw the bean bags into the can while you jump. (The child is forced to integrate two activities. He must maintain dynamic balance and at the same time throw the bean bag at the target.) (When he can hit or make a basket with the bean bag move the target to a new area.)

6. Jump on the board, alternating back and forth once on each foot. (It may be necessary to demonstrate this activity, if so use the floor to do so.)

7. Let me see you jump on each foot twice or 2 times. Count as you jump.

8. Listen closely, jump on the left foot twice and the right foot three times. Count 1, 2 for the left and 1, 2, 3 for the right.

9. Now I want you to change it around. Jump on the right foot twice and on the left three times. Remember to count.

10. Jump on the left foot once and the right foot twice.

11. Can you jump on the right foot once and the left twice?

12. How about some new tricks? Let's see if you can bounce up and when you come down be facing the other way. We will call this a half-turn. (It may be necessary to have mats around the area or to have the child try it on the floor before he does it on the jumping board.)

13. (If he has been successful in the half-turn only.) You have shown me that you can turn half-way around and still stay on the board. Now we will try a full turn, all the way around.

Muscular Strength

ACTIVITY: Pressure Board

OBJECTIVE: Each child will be able to learn by experience the amount of pressure his foot can provide.

CONCEPT: The concept of the pressure board is that of action and reaction. The board itself is a one by four, two feet long. Nailed to the bottom is a two by two. The two by two is off set from the middle, and when it is stepped on the other end will fly up quickly. The end which is not used for stepping will hold an object, such as a bean bag. The student is to step on the board and catch the bean bag before it hits the floor.

MATERIALS: Pressure board, bean bag or bags.

AREA: Any area inside or out.

To the instructor: When asking the following questions, close observation must be maintained of the hands and feet. This activity concentrates not only muscular strength but also foot-eye and hand-eye coordination. The visual tracking of the bean bag is also present in this activity. The words "Ready, go" should be used when you want the child to react physically. Eyes should be kept on the bean bag.

1. First, I would like to have you step on the part of the board that is up. After he has done this ask him: What happened when you stepped on the side that was up? (Verbal answer)

2. What would happen if you stepped on it harder? (Verbal answer) Go ahead and try it to see if you were right. Were you?

3. If I were to put a bean bag on the end of the board that is down, and you stepped on the end that is up, what do you think would happen? (Wait for a verbal answer.) Let's see if you were right.

4. Do you think you can catch that bean bag when it is up in the air? Let's try. (Continue until he can catch it 3 out of 5 times.)

5. Step on the board hard and catch the bag.

6. Can you make the bean bag go only as high as your head and still catch it?

7. Can you make the bean bag go only as high as your middle and still catch it?

8. What is the lowest that you can make the bean bag go and still catch the bean bag?

9. Could you go even lower and still catch it?

10. Let's do something different. This time I would like to have you step on the board with your right foot. You can make the bean bag go as high or low as you want, but I do want you to catch it in your right hand. Remember, right foot and right hand.

11. Now I would like to see you do the same thing only using your left foot and your left hand.

12. Are you ready for something hard? Now I would like you to use your right foot to step and your left hand to catch.

13. Can you do it with your left foot stepping and your right hand catching?

14. Have you ever tried counting to see how long something stayed in the air? Step on the board, but do not catch the bean bag. Count after you step on the board and keep counting until the bean bag hits the floor.

15. (Repeat all questions 5-14, using two children. One to step and one to catch.

Muscular Strength

ACTIVITY: Peg board activities

OBJECTIVE: Most students will be able to perform the activities in the given time limits.

CONCEPTS: By performing the activities, the students will develop a better concept of strength application in relation to the fine muscles of the fingers.

MATERIALS: Milton Bradley Peg Board and Pegs (No. 472X)
Timing device.

AREA: Gym floor or desk

To the instructor: Leave the pegs mixed and in the box. You will need to time or have the student time each activity. The student can take only one peg out of the box each time. Do this at the beginning and end of year and chart progress.

1. Make a single color vertical line. Time Grades 1

Time Grades 2

2. Make a single color diagonal line. Time Grades 1

Time Grades 2

3. Make an "x" design using two colors; one for each line. Time Grades 1

Time Grades 2

4. Make the largest square you can make; use four colors; one for each of the sides. Time Grades 1

Time Grades 2

5. Make six vertical lines. Use a different color for each line. Time Grades 1

Time Grades 2

SUPPLEMENTS IN THE AREA OF MUSCULAR STRENGTH

When it becomes apparent that the student can not satisfactorily perform at the question level he is on, the instructor should not skip that question and go on to the next. Rather, he should bring in related or supplementary material that could help the student develop the needed skills. This supplement, besides giving old material a new look, provides an excellent deviation from the routine.

In the following pages you will find material which contains games and activities in the area of muscular strength. Use the game or supplement that directly relates to the area your student is on.

Supplement to Muscular Strength

ACTIVITY: Crawling

OBJECTIVE: Given to the child with gross trouble in muscular strength, crawling activities will provide a base on which to build.

CONCEPTS: Creeping and crawling help the timing of muscle action. It is also basic form of neuro-muscular organization. Creeping actions are related to the mechanics and sequence of walking.

MATERIALS: Tumbling mat that has a line down the middle. This can be put on with tape and serves as a line to divide the body bilaterally.

AREA: Almost any area inside or out.

I. Crawling is done either using both hand and knee of the same side of the body (ipsi) or opposite hand and opposite knee (opposites).

II. All crawling is done with the same general positions and motions.

1. Hands in direct line with shoulders and knees directly in back of hands.
2. Hands flat on surface, fingers pointing straight ahead, slight spread of fingers acceptable, but not wide, clawlike spread. Feet straight, in direct line with knee. Toes lift from mat as knee goes forward, unless otherwise specified. (Dragging of the toes, as specified by Dr. Delacato at the Phils. Inst. for the Development of Human Potential, is geared for a more severe condition of brain damage than ordinarily seen in a public school.)
3. Knees should come forward only to about eight inches in back of the hands. Knees should be separated. If they tend to fall toward center, or as many do, even tend to cross center, child should crawl with a walking board between knees, knees not touching board, until he builds this skill in and no longer has the problem.
4. Body and hips should remain level. No swaying from side to side.
5. There should be some form of target placed on wall or chair, etc., at crawling eye-level, and child should look at it steadily while crawling. This fixating with the eyes is very important to the total benefit of the exercise.

6. Hand and knee must hit the floor at PRECISELY the same time.

7. Child should first master the forward crawl and then backward, learning to reverse from forward to backward, and visa-versa without losing rhythm of movement.

8. Crawl should be smooth and child should verbalize as he goes, "right, left; right, left, etc." When doing opposites, child should count, beginning from one and on by single numbers. As he becomes more adept, he can reinforce his numbers skills by counting by fives, tens, etc.

9. "Ipsi" crawl is done first.
"Opposites" done only after the child has mastered ipsi forward and backward.

10. ALL CRAWLING TO BE DONE VERY SLOWLY!!!!!

Supplement to Muscular Strength

ACTIVITY: Circuit Training

OBJECTIVE: All children who are lacking physical strength will use and derive benefit from circuit training.

CONCEPTS: If a child has trouble in the area of muscular strength, the reason could be that he has not developed the amount of strength that is needed for the task. Almost any type of exercise can be used in the stations on the circuit.

MATERIALS: The kind and amount of material will vary as to the type of circuit set up.

AREA: Large classroom or gym

To the instructor: The following circuits can be changed as the instructor sees fit. They are a series of exercises. If the instructor feels that all children are weak in some body part, he can set up the circuit for that body part. The equipment needed will vary. However most exercises can be done without a great deal of equipment. All the circuits shown will have six stations. (If you want fewer or more, you may adapt to fit your needs.) Divide the group up into six sub-groups and send a group to each station. Tell them that they are to change when they hear the whistle blow. Put numbers on large cards so that the children can see them.

Circuit one

(1) running in place → (2) make a bridge and hold
↑ ↓
(6) sit-up with partner holding legs (3) bend and stretch
↑ ↓
(5) arm circles ← (4) crab walk

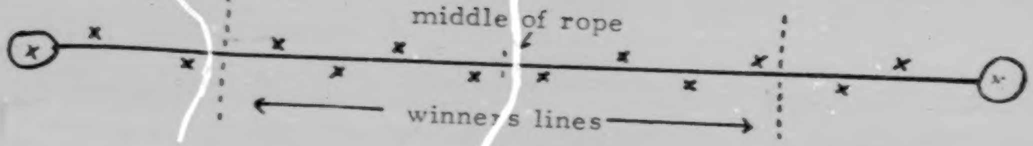
Circuit two

(1) Bench Step ← (6) Jog (in place)
↓ ↑
(2) Windmill (5) Trunk Twister
↓ ↑
(3) Toe Touching → (4) Jumping Jacks

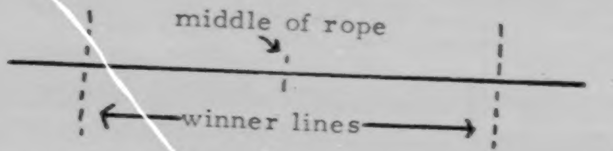
Supplement to Muscular Strength

ACTIVITY:	Tug-of-war
OBJECTIVE:	All students will have fun while increasing hand, arm and general body strength.
CONCEPTS:	This activity provides an excellent opportunity to develop the amount of strength needed for a situation. It can be a group activity or an activity using only two students and a jump rope. Besides helping in the area of muscular strength, it is also a good activity for balance.
MATERIAL:	One long tug-of-war rope for each group
AREA:	The area depends on the number of students involved. An outside area is excellent.
To the instructor:	The suggestions that follow are by no means the only way the tug-of-war rope can be used. Use your creative ability when you see fit. If it is used as a competitive activity the rope should be marked in the middle and lines established to determine the winner. In any event guidelines should be set up in advance. Try to phrase your directions in the form of a question. Start the activity with "Ready-Go".

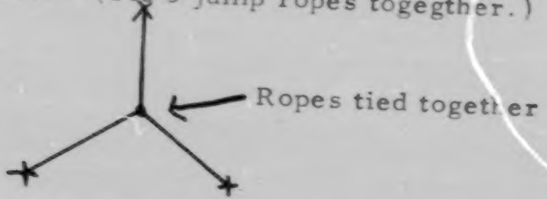
1. Large group tug-of-war


middle of rope
winners lines

2. Tug-of-war with partner (jump rope)

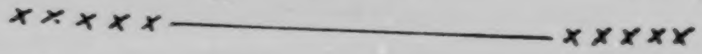

middle of rope
winner lines

3. Tug-of-war with 3 students. (Tie 3 jump ropes togegther.)

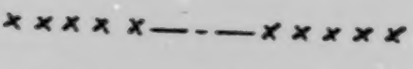

Ropes tied together

4. Human tug-of-war (Students in lines, locking arms and hands around student in front of them.)

jump rope



holding hands



Supplement to Muscular Strength

ACTIVITY: Weights and weight lifting

OBJECTIVE: Each child lifting weights will become aware of those body parts that are involved. Gains in that area of muscular strength will be made.

CONCEPTS: Weight lifting is a time honored way of developing muscular strength. Although our main objective is not to develop bulging muscles, we can use weights to help in our program. Weights will be used to call attention to body parts that need to be recognized or strengthened.

MATERIALS: Ankle and wrist weight, chest weight. Small dumb bell set or make your own from cans full of cement with a broom handle between. Mat if you want.

AREA: Any area inside or out.

To the instructor: Weights should be used with caution. Never should a child be allowed to see how much he can lift. The purpose of weights, in this project, is not so much to build muscular strength in itself, but to call attention to body parts or sides of the body where the child needs greater awareness. Weights provide an excellent diversion to any activity.

Situations where weights can be used.

1. Weights on the chest area develop arm and leg strength. This can be applied to the "Bridges" area.
2. If the child has trouble remembering his right or left foot and/or right or left hand, ankle and wrist weights can be used on that part of the body.
3. Weights in the form of a book or other object can be used on the jump board to call attention to a side of the body or body part.
4. An ankle weight can also be used while operating the pressure board, either as a muscle builder or to call attention to right or left.
5. For the child who needs muscle development a small weight program can be set up. Remember the number of times the weight is lifted is more important than the amount lifted at any one time.

Area II

DYNAMIC BALANCE

Good Grief; you mean I have two sides!

Dynamic Balance

Balance is the ability to assume and maintain the body position against the force of gravity. Maintenance of balance involves a delicate interplay of muscles working to keep the body on its base. It is made possible by the equilibrium center in the brain and the neuomuscular process which transmits the proper orders to the proper muscles during activity.

The child with perceptual-motor problems has not developed a full range of balance. This lack of balance interferes with the development of awareness of self as well as with the stabilization of his environment, and learning becomes a slow, frustrating experience. Adequate balance is important for simple daily tasks and for more complex athletic performances. Without it a child can move neither quickly nor efficiently. Such a child is often tagged as being clumsy and is in danger of harm from external sources.

There are three types of balance: balance in a position, balance in a position after being in the air, and balance while in motion. The type we are mostly concerned with, although all areas will be used, is that of balance while in motion, or being more precise, dynamic balance.

ACTIVITY: Locomotor balance activities

OBJECTIVE: By doing activities in the locomotor realm, the child will demonstrate that in everyday activities such as walking and skipping he needs and uses balance.

CONCEPT: We feel that all children need locomotor training in the things that they do every day. In this training the child asks himself why and how he does these things, and therefore develops a communication line of thought in which he uses the feedback from his muscles to improve his balance.

MATERIALS: None

AREA: Gym or classroom, depending on the size of the group.

To the instructor: The following approach to dynamic balance is made by asking questions. Through actions the child will make a response. The following are questions which are concerned with walking, running, hopping, skipping, and other locomotor movements in the area of balance. Make sure you have the children spread out so that they are not close to anything or anybody. The signal to be used is ready-go to start and the whistle and raised hand to stop.

1. Can you balance using one foot?
2. Can you balance using one foot and one hand?
3. Can you balance by using two hands and one foot?
4. I would like to see you hop on one foot.
5. Can you hop on two feet?
6. Hop first on one foot and then on the other.
7. How can you jump as high as possible?
8. Jump and while you are in the air turn around as far as possible.
9. Jump as far as you can but you must do it from a standing position.
10. Jump and at the top of your jump clap your hands together.
11. Can you jump backwards?
12. Can you jump sideways?
13. Jump and bring both feet forward at the same time.
14. Jump backward, moving both feet at the same time.
15. Can you jump in the air and make a one-half turn?
16. Can you jump in the air and make a full turn?
17. Practice skipping while moving in this direction (show with hands).
18. Skip among your classmates, changing directions in order to avoid collisions.
19. Try something new while skipping.
20. Do something different with your hands while skipping.
21. Lean from the waist, first to one side, then to the other while skipping.
22. Skip backwards.

23. What is a leap? (Demonstrate or explain.)

24. Leap many times in any direction, but don't hit anything or anybody.

25. Lift the arms as high as possible at the height of your leap.

26. Leap with the same arm and leg forward.

27. Leap with the opposite arm and leg forward.

28. Leap as high as possible into the air.

29. See how quickly you can stop running when I blow my whistle.

30. Run and change directions on my signal. (Raised hand.)

31. Take as few running steps as possible to get from here to here (point with your hand.)

32. This time I would like you to run as fast as you can, but when you hear the whistle you must freeze. To freeze is not to move a muscle until I say to.

33. Look at the floor. Do you see a line? I want you to make believe that you are in a circus and that the line on the floor is a small wire at the top of the tent. Can you walk forward on that wire?

34. Can you walk backward?

35. Can you walk sideways?

Dynamic Balance

ACTIVITY: Slanted walking rail

OBJECTIVE: Each child's posture and body alignment will improve by using the slanted walking rail.

CONCEPTS: The walking rail, or more commonly called the Harmon Walking Rail, not only is good for balance but also for body alignment. Walking rail activities will improve posture. Some of the activities are done with the use of other objects. The body is divided into parts, and alignment work progresses from one to another.

MATERIALS: Walking rail, slanted downward at 15 degrees, bean bags, ropes, books, yard sticks, wands.

AREA: Gym or classroom

To the instructor: In the following activities you must be the judge of progress, as each individual response will vary and no set group of techniques will apply to all walkers. Once the child is on the walking rail do not have him get off until you are sure he can do it or that no further progress can be made that day. The child is not to wear shoes and is not to turn around when he reaches the end of the rail. He is to walk forward and backward keeping his eyes on a target which is 18 feet away. It is better to verbally guide the child than to have them look at their feet.

1. This is what we call a slanted walking rail. Can you tell me why? (Have the child tell you why.) Do you think it will be hard or easy to walk on it? (Verbal answer.) You may get on and try. (Give the child ample time to walk on the rail, explain that he should look at the target as much as possible, and not to get off but walk forward and backward.) (Observe his posture.)

2. Put this bean bag on your head. Can you walk back and forth without dropping the bean bag? (This is done to improve head stance or alignment. Look at his head in relationship to the rest of his body. When he becomes relaxed and shows little strain go to the next question.)

3. In just a minute I will give you two yard sticks. I would like you to put one in each hand and point them both at the target. Hold both arms straight out in front of you. (Observe the shifting of the shoulders as the walker moves on the board. Have the child look at the target at all times. When he becomes relaxed and shows little strain go to the next question.)

4. Repeat number 3 having the child hold the yardsticks at hip level with the elbows resting on the hips.

5. (Weights are an excellent way to test and develop alignment, the weight can be put on the yardstick or two buckets with different weights in them can be used. Weights can also be placed directly on a body part to heighten the horizontal sensitivity.)

6. Have the child carry many different objects while walking forward and backward on the rail. Each activity should call attention to a body part. Do this until the child is relaxed and shows little strain.

Dynamic Balance

ACTIVITY: Balance beam

OBJECTIVE: By performing on the balance beam, the students will become aware that their bodies have a right and left side. A large percentage of students will be able to relate this to the classroom and to reading skills.

CONCEPTS: The balance beam helps to make the child aware of sides of his body. He must learn that if he makes a move on one side of his body the other side will make an equal move to offset it.

MATERIALS: One balance beam for each 5 children. Use the 4 inch side first. A target to focus the eyes on.

AREA: Gym or classroom depending on size of the group.

To the instructor: The following balance beam activities provide practice in balancing, which is an aid in acquiring proper posture. To maintain balance a child must be aware of both sides of his body, thus developing an inner knowledge of left and right. Do not allow the children to look at their feet while walking on the beam. Instead a spot on the wall straight in front of the child is used.

1. Walk forward on beam, hold your arms out from your side. Eyes looking straight ahead.

2. Walk backward on beam, holding your arms out. Your eyes should still be looking at a spot in front of you.

3. With arms held out from your side walk to the middle, turn around and walk backward.

4. Can you walk forward to the middle of the beam, then turn and walk the remaining distance sideward left with weight on the balls of the feet?

5. Walk to center of beam, then turn and continue sideward right.

6. Walk forward with your left foot always in front of right.

7. Walk forward with your right foot always in front of left.

8. Walk backward with your left foot always in front of right.

9. Walk backward with your right foot always in front of left.

10. Walk forward with hands on your hips.

11. Walk backward with hands on your hips.

12. Walk forward and pick up a blackboard eraser from the middle of the beam.

13. Walk forward to center, kneel on one knee, rise and continue to end of beam.

14. Walk forward with eraser balanced on top of the head.

15. Walk backward with eraser balanced on top of the head.

16. Place eraser at center of beam. Walk to center and put the eraser on top of your head, continue to end of beam.

17. Have partners hold a wand 6" inches above center of beam. Walk forward on the beam and step over wand.

18. Can you walk backward and step over wand?

19. We will hold the wand at a height of three feet. Can you walk forward and pass under the bar without touching it?

20. Walk backward and go under the bar without touching.

21. Can you walk the beam backward with hands clasped behind your body?

22. Walk the beam forward, arms held out at your side with palms down and an eraser on back of each hand.

23. Walk the beam with your arms held out, palms down, eraser on back of each hand.

24. Walk the beam forward, arms out, palms up, eraser on palm of each hand.

25. Walk the beam backward, arms out, palms up, eraser on palm of each hand.

26. Walk the beam sideward, right, weight on balls of feet.

27. Walk the beam sideward, with your body weight on the balls of your feet.

28. Walk forward to middle of beam, kneel on one knee, straighten right leg forward until knee is straight, with heel on beam. Rise and walk to end of beam.

29. Same as #28 (above) except use left leg to straighten.

30. Can you walk backward to middle of beam? Kneel on one knee, straighten right leg forward until heel is on the beam and knee is straight. Rise and walk to the end of beam.

31. Same as #30 (above), except kneel on left.

32. Hop on your left foot the full length of beam.

33. Hop on your right foot the full length of beam.

34. Hop on your right foot full length of beam. When you get to the other side turn around and hop back.

35. Hop on your left foot full length of beam. When you get to the other side, turn around and hop back.

36. Walk to middle of the beam, balance on one foot for 5 seconds, turn around on this foot, and walk backwards to end of beam.

37. Walk to middle of beam, left sideward, turn around and walk to end of right sideward.

38. With your arms clasped about body in rear, walk the beam forward.

39. With your arms clasped about body in rear, walk forward to the middle, turn around once, walk backward the remaining distance.

40. Place eraser on middle of beam. Walk out to it, kneel on one knee, pick up eraser, place it on top of head, rise, turn around and walk backward the remaining distance.

41. Walk the beam backward with an eraser balanced on the back of each hand.

42. Walk to middle of the beam. Stand on the right foot only.

43. Walk to middle of the beam. Stand on left foot with right foot out.

44. Place eraser on middle of beam. Walk out to it, kneel on one knee, pick up eraser and place it on beam behind yourself, rise and continue to end of the beam.

45. Walk to middle of beam, do a balance stand on one foot, arm held sideward, with trunk and free leg held horizontally.

46. Place eraser at middle of beam, walk beam left sideward, pick up eraser, place it on right side of beam, turn around and walk right sideward to end of beam.

47. Hold wand 15 inches above beam. Balance eraser on your head and walk forward stepping over wand.

48. Hold a wand 15 inches above beam. Balance eraser on your head and walk backward stepping over it.

49. Hold a wand 15 inches above beam. Balance eraser on your head and walk sideward right, stepping over wand.

50. Hold the wand 15 inches above beam. Balance eraser on your head and walk sideward left stepping over wand.

51. Hold the wand 3 feet high. Walk forward with your hands on your hips and pass under the bar.

52. Hold a wand 3 feet high. Walk backward, hands on hips, and pass under the bar.

53. I will fold a piece of paper at right angles, so it will stand on the beam at the middle. Walk to paper, kneel, pick it up with your teeth, rise, and walk to end.

54. Place paper as in #53. Walk out to it, to a left side support, pick up paper with teeth and walk to end of beam.

55. Place paper as in #53. Walk out to it, to a right side support, pick up paper with teeth, walk to end.

56. Can you hop to the middle of beam on left foot. Turn around on same foot and hop backward to end of beam.

57. Repeat #56 on right foot.

58. Walk beam forward, eyes closed.

59. Walk beam sideward, eyes closed.

60. Walk beam backward, eyes closed.

61. Stand on beam, feet side by side, eyes closed. I will record number of seconds balance is maintained.

62. Stand on beam, one foot in advance of the other, eyes closed. I will record number of seconds balance is maintained.

63. Stand on right foot, eyes closed, I will record number of seconds balance is held.

64. Stand on your left foot, eyes closed, I will record number of seconds balance is held.

65. Can you walk beam sideward left, eyes closed?

66. Partners start at opposite ends, walk to middle, pass and continue to end.

67. Place your hands on beam, have your partner hold your legs (as in wheelbarrow race) and walk to end of beam.

68. Same as #67, but partner walks with feet on beam, instead of ground, straddling beam.

69. "Cat-Walk" on beam, walk on "all fours" hands and feet on beam.

70. Number or letter the board. Use this activity to reinforce teaching in classroom. Mark board in halves, thirds, etc...(fractional parts).

Dynamic Balance

ACTIVITY: Batons or Wands

OBJECTIVE: Given a baton and a verbal question to answer physically, the child will demonstrate an increased awareness of balance.

CONCEPTS: Dynamic Balance can be developed in many ways. While the balance beam is good in overall balance, the batons offer an activity to help eye-hand coordination by forcing a specific part of the body to maintain balance.

MATERIALS: Wands can be a broom stick, bamboo pole, etc., We have found that plastic golf tubes work well.

AREA: Gym or classroom depending on size of the class.

To the instructor: Pass out the wands and let the children examine them. Give them a few minutes to do what they want with them. (You may even point out a few things about them or ask questions: Is the wand heavy? How high is it?) After you ask each question, in the following activities observe each child to see if he is doing what you asked. More than one trial will be needed for most questions. Start all activities with ready-go. Stop the activity with an auditory or visual signal.

1. Can you balance your baton on the ground, turn around once, and catch it before it falls?

2. Who can balance the baton on the palm of his hand?

3. Who can balance the baton on two fingers?

4. Who can balance the baton on just one finger?

5. Can you find a new way to balance the baton?

6. While balancing the baton, can you move down low....come back high?

7. Can you turn around while balancing the baton?

8. Can you drop the baton, let it bounce, and catch it while it is still in the air or on its first bounce?

9. Holding the baton at both ends, can you step over it?

10. While sitting, hold the baton at both ends and pass it under your lifted legs.

11. Can you balance the baton on your foot?

12. Can you balance the baton on your chin? (or other body part)

Dynamic Balance

ACTIVITY: Rocking or balance board

OBJECTIVE: Each child will be better able to control his balance by using the rocking board.

CONCEPTS: The rocking board is a flat 12 x 12 inch board, with a 2" x 2" x 4" nailed in the center of the underside. The child must maintain balance in order to perform the activities that are asked. This provides a new approach for better balance.

MATERIALS: One balance or rocking board per child.

AREA: Gym, classroom, hall, flat outdoor surface.

To the instructor: The same activities are used on both the rocking board and the balance board. The support changes and helps to generalize the activity. It's a good idea to work for a while on the rocking board and then attempt the same thing on the balance board. Some spotting is required and the instructor should work with only one child at a time. Keep the child's eyes on a fixed point.

1. I would like you to get to know the balance board a little better. You may do anything you want with it until I say stop. (When he can balance to some degree, go to the next question.)
2. Can you make it rock back and forth like a seesaw? Do it slowly and keep the board under control. (Sideways)
3. Can you sit on the board and balance? Don't touch the floor.
4. I would like to see you sit on the board and rock. Don't tip over.
5. Can you rock the board forward and backward? Sideways?
6. How about rocking in kind of a circle?
7. We have been sitting for some time. Now let's stand on the board and balance. You should be using your arm to balance. Try swinging them.
8. Put your feet at different spots on the board and balance. (Make sure that the child moves both feet.)
9. Can you invent a new way to use the board?
10. Hold this weight in your hand, while balancing on the board. Keep your balance while you move the weight to different places.
11. While you are standing on the board I want to play catch with you. (use a bean bag and vary your throws.)
12. Now I would like to see you make a basket with the bean bag. I have a box (could be can or wastebasket) to throw into. Can you make a basket while keeping your balance on the board?

13. You're getting pretty good on that balance board. I want to get a ball and we can play catch with it. I'm going to bounce the ball to you. Can you catch it without losing your balance?

14. Can you balance on your left foot?

15. Can you balance on your right foot?

SUPPLEMENTS IN THE AREA OF DYNAMIC BALANCE

When it becomes apparent that the student can not satisfactorily perform at the question level he is on, the instructor should not skip that question and go on to the next. Rather, he should bring in related or supplementary material that could help the student perform successfully. This supplement, besides giving old material a new look, provides an excellent deviation from the routine.

In the following pages you will find material which contains games and activities in the area of Dynamic Balance. Use the game or supplement that directly relates to the area your student is on.

Supplement to Dynamic Balance

ACTIVITY: Relays

OBJECTIVE: All children will enjoy this relay activity. The child will demonstrate growth in his perception of balance.

CONCEPTS: A relay provides an excellent source of fun as well as teaching the children sequential order. It also provides the child with the experience of putting what he has learned to apparent use.

MATERIALS: Bean bags, wands, balls

AREA: Gym or classroom or an outdoor area

To the instructor: In all relays an order or sequence must first be established. First, the teams or squads must be established. This can be done in a number of ways, but one of the best is by counting 1, 2, 3, 4; 1, 2, 3, 4. All the ones are on one team, twos on another and so on. Have the children sit down while you give the instructions. They should be seated in straight lines behind a starting point. Give the first person in each line the object that will be used in the relay. If more than one relay is run at a time make sure the leaders of the first relay go to the rear and a new leader starts the second. The first line to have everyone complete the relay and to have their team sitting in a straight line is the winner.

1. Bean bag on the head: In this relay the hands are not used except to place the bean bag on the head at the start. If the bag is dropped, have the student stop, put the bag back on his head, and then continue.

2. Bean bag on the foot: Here the student places the bean bag on either the right or left foot. He then must hop on the other foot without the bean bag falling off.

3. Bean bag on other body part: The bean bag may be placed on almost any part of the body. Some examples: on back of the neck, in the palm or on back of the hand, on the stomach with the child going in a reverse crab position or on the nose with the head tilted backward.

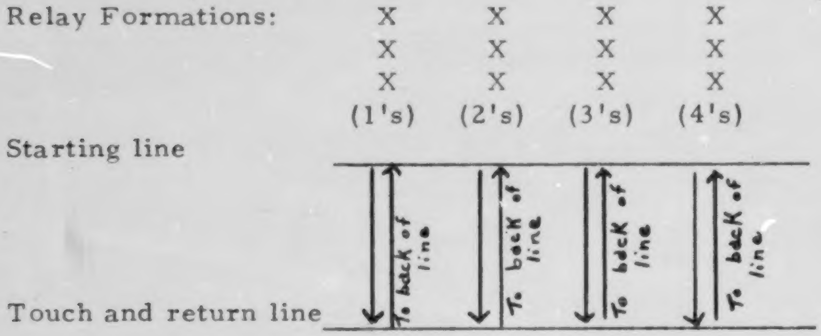
4. Wand or stick in the palm: The child places the wand in his palm, but can not close his hand to hold it. He must balance it by moving his hand in the direction that it is falling. If the wand drops to the floor have him stop, replace it and then start again.

5. Other wand relays: Have the child find the middle of the wand and hold it by using one or two fingers. The wand can also be balanced on the nose or forehead.

6. Ball balance relay: With the ball balance relay the child performs in similar fashion as he did in the wand relay. The hand is held flat and balance must be maintained by moving the hand.

7. Other relays: The instructor may devise many other relays for balance using other objects. You may want to ask the children if they can think of a new way to balance the object used.

Relay Formations:



Supplement to Dynamic Balance

ACTIVITY: Games to develop dynamic balance

OBJECTIVE: Given the rules to a game, the children will be able to follow them. The children will also have fun participating.

CONCEPTS: Through games or play the child will not only improve his balance but also grow in his understanding of others. Rules and orders must be understood and followed.

MATERIALS: The materials will vary depending on the game. The instructor should check to see that all materials are present before he starts the game.

AREA: Inside or out, depending on the game.

1. Fairies and Brownies
   Playing Area: Two lines drawn 40 to 50 feet apart and parallel, 6 to 25 feet long, depending upon the number of players.

Formation: Players are divided into two small equal groups, the fairies and brownies. Each group stands behind one of the lines. The fairies turn their backs toward the brownies. A leader or lookout watches the game and gives the necessary signals.

Procedure: Brownies creep forward quietly. The lookout, when he sees that the brownies are near enough to make it possible to tag players, calls out "Look out for the fairies!" The fairies then turn and chase the brownies, each fairy tagging as many brownies as possible before the latter cross their safety line. All the brownies tagged become fairies and join that group.

The game is repeated, the brownies turning their backs. Players are not permitted to look over their shoulders while awaiting the approach of the oncoming players. The winning side is the one having the greater number of players at the end of six chasings or at the end of the available time period.

2. Skip Away

Formation: Circle

Action: Players join hands in circle. "It" skips around outside and tags a player on the back. Player tagged skips after "It" and tries to catch him. If caught, "It" must be "It" again. If he reaches the empty space without being tagged he is safe and another player is "It".

3. Slap Jack

Player tagged by "It" runs in the opposite direction, the object being to get back to the vacant place. Player who wins becomes "It." (When meeting, "It" may perform a stunt which must be imitated by another player before going on.)

4. Butterflies and Flowers

Formation: Half of the children represent flowers by squatting anywhere on the floor.

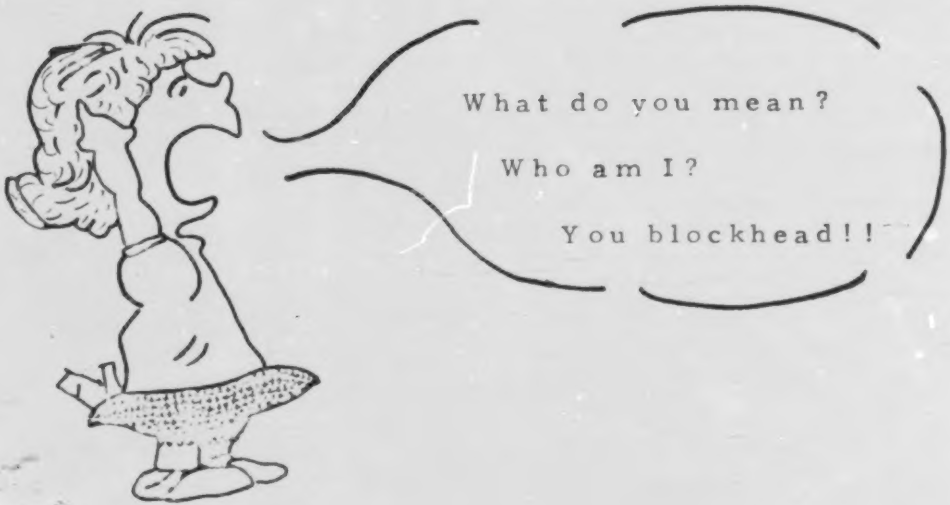
Action: The remaining half are butterflies who, when the music starts flutter from flower to flower, hovering at time around each flower. When the music stops, flowers try to catch a butterfly without moving their roots (feet). The butterflies must stop in place when the music stops.

5. Skip Stoop

Formation:	Children begin to skip joyously with appropriate music.
Action:	When the music stops suddenly, all stoop. The last child down is out of the game. This continues until a small group, or, at times, only one child is left.

Area III

BODY AWARENESS


What do you mean?
Who am I?
You blockhead!!

Body Awareness

The individual with an inadequate identity, or awareness of self, becomes "lost in space". Having not yet found himself, he can scarcely be expected to find anything else. He must learn through movement, the use of his body parts and their direction. This exploration of thousands of gross and fine movements in his environment become bits of information to be fed into the human computer to yield an image. This image or awareness can be obtained when a degree of efficiency in muscular strength and dynamic balance are present. The child then begins to find identity in a body that responds to his commands. His awareness of his body and its parts is important in coordination of those parts, but more important that awareness gives him security in his concept of himself as he moves efficiently in space. To become aware of his body, he must answer four major questions: What are the parts? What can they do? How do you make them do it? What space do they occupy while doing it? The answer to these questions allows the child to answer the big question "Who am I?"

ACTIVITY: Identification of body parts

OBJECTIVE: Each child will be able to touch and show the parts of his body.

CONCEPTS: Body awareness is important in the development of the child's self-concept as well as in coordination. He is developing language skills as he learns to name his body parts. Knowing the precise location of each part and being able to touch it without looking at it gives security in his concept of himself in space.

MATERIALS: None

AREA: Gym or large classroom

Part One A.

To the instructor: In Part One the objective is to touch parts of the body named by you. The child is to use both hands and touch paired parts simultaneously.

General purpose: Body awareness is important in the development of the child's self-concept as well as in coordination. He is developing language skills as he learns to name his body parts. Knowing the precise location of each part and being able to touch it without looking at it gives security in his concept of himself.

The instructor will stand in front of the children and touch his body while giving commands.

1. Watch me and listen please. Can you touch the parts of your body that I tell you to touch? When you do you must use both hands.
2. Touch your shoulders, using both hands.
3. Can you touch your hips using both hands?
4. Touch your head.
5. Touch your ankles.
6. Touch your ears.
7. Can you touch your feet?
8. Touch your eyes.
9. Touch your elbows.
10. Touch your mouth.

Part one B

Repeat the questions above, but do not show the body parts yourself. (You may change the order also.)

11-20. Repeat without instructor showing body parts.

Part two

To the instructor: In the following questions the children will give both a verbal and motor response to the question asked.

21. What part or parts of the body can we squeeze with? (verbal answer) Show me.
22. Can you show me the part of your body that can open and close? mouth
23. You want to say good-by to a friend, but he is too far away to talk to. What do you do and what is it called? wave
24. What part of the body does a baby use when she pat-a-cakes? Show me.
25. What part of the body do you kick with, and show me?

26. Look at me very, very closely. What part of the body are you using and what is a close look called?

27. I have a ball that is stuck in a box. How can I get it out? (verbal answer) What part of the body do I use?

28. I want to mail a letter. With what part of the body would I make the stamp wet? Show me.

29. The food tasted good so I think I will rub my stomach. What body part do I use? Show me how you would do it.

30. What part of the body does a sneeze come from? (verbal answer)

31. I have another question for you. Find the part of the body that you hear with. What is it called? How do you use it?

Part three

To the instructor: The next part of body awareness is that of touching two parts of the body together. After the question is given you should observe how quickly and smoothly the two parts go together. If the child "feel around" for the body part the question should be asked again.

32. When I say "Go" I want you to touch your hand to your nose. Ready-go.

33. When I say "Go" this time, put your finger on top of your head. Ready-go.

34. Can you touch both hands together? Wait until I say go.

35. Touch your head to your knees. Ready-go.

36. Can you touch your toe to your chin? Read-go.

37. Touch your hand to your elbow.

38. Touch your other hand to your other elbow.

39. Can you touch your two pointer fingers together?

40. Can you touch your pinkies together?

41. Touch as much of your backside as you can.

42. Can you close your eyes, turn in a circle and raise your right hand?

43. Can you close your eyes, turn in a circle and raise your left hand?

44. Wiggle the fingers of that right hand.

45. You have two sides of your right hand. How are they different?

46. Put your right hand on your head.

47. Put your right hand on your ear.

48. Raise your right foot.

49. Jump three times on your right foot.

50. Now turn around and face the other way. Raise your right hand.

51. Raise your right foot.

52. The person nearest you is now your partner. Face your partner and shake hands. Be sure you are using your right hand.

53. Close your eyes and lift your right foot and right hand.

54. Now I would like you to raise your right hand and say "This is my right hand."

55. If the hand you raised is the right hand, what is the other hand called?

56. Can everyone hold up his left hand?

57. Wiggle the fingers of the left hand.

58. Do you have two sides of your left hand? How are they different?

59. Put your right hand on your head.

60. Put your right hand on your ear.

61. Raise your left foot.

62. Hop on your left foot three times.

63. Now let's review. Please think as hard as you can. Raise your right hand in the air and keep it up.

64. Put your left hand in the air with your right. (You may put them down.)

65. Kick with your right foot.

66. Kick with your left foot.

Part four

To the instructor: The following activity in body part is done with a partner. I could also be used as a group activity.

67. Touch your partner's head.

68. Touch your partner's eyes.

69. Touch your partner's hair.

70. Touch your partner's ears.

71. Touch your partner's cheeks.

72. Touch your partner's teeth.

73. Touch your partner's mouth.

74. Touch your partner's lips.

75. Touch your partner's chin.

76. Touch your partner's eyebrows.

77. Touch your partner's eyelids.

78. Touch your partner's neck.

79. Touch your partner's shoulders.

80. Touch your partner's upper arms.

81. Touch your partner's lower arms.

82. Touch your partner's hands.

83. Touch your partner's fingers.

84. Touch your partner's wrists.

85. Touch your partner's elbows.

86. Touch your partner's chest.

87. Touch your partner's back.

88. Touch your partner's fingernails.

89. Touch your partner's stomach.

90. Touch your partner's hips.

91. Touch your partner's sides.

92. Touch your partner's thighs.

93. Touch your partner's upper legs.

94. Touch your partner's lower legs.

95. Touch your partner's knees.

96. Touch your partner's shins.

97. Touch your partner's ankles.

98. Touch your partner's feet.

99. Touch your partner's toes.

100. Point to a blood vessel.

101. Contact your partner's hands.

102. Stand in back of your partner.

103. Stand in front of your partner.

104. Stand beside your partner.

105. Stand behind your partner.

106. Stand at the side of your partner.

107. Stand next to your partner.

Body Awareness

ACTIVITY: Stepping stones

OBJECTIVE: Each child will be able to step with the correct foot, into the right area on the floor.

CONCEPTS: To help the child develop eye-foot coordination,colors are used for each foot. The child sees the color block on the floor, then finds the color that corresponds to his foot and finally moves into that place.

MATERIALS: Red and green squares (paper or floor markings.)
Old red sock and an old green sock.

AREA: Any flat area inside or outside.

Note to instructor: Put all the red footprints on the right side and the green on the left side. To aid the child you can mark the right foot with a red tag and the left with green. Make sure the child is stepping only on the footprint. If his foot is not on the footprint have him start over.

1. Can you place your red right foot on the first red print?

2. Can you place your green left foot on the first green print?

3. Can you walk through all the footprints putting only the right foot on the red prints and the left foot on the green prints?

4. Same as question number 3, only this time can you go when I say "Go" and stop when I say "Stop"?

Note to instructor: Take out every other set of prints.

5. Now you have to take longer steps. Can you walk through the print?

Note to instructor: Switch the red and green prints. Put the red on the left side and the green on the right side.

6. Can you walk through the prints putting the right foot only on red prints and the left foot on green prints?

Note to instructor: Take out every other pair of footprints.

7. Now, can you walk through the prints placing the right foot only on red and the left foot on green?

Body Awareness

ACTIVITY: Trampoline

CBJECTIVE: The trampoline will help develop total coordination of body parts.

CONCEPTS: The trampoline has value in the following areas:
Organization and control of bilateral movement patterns
Interweaving of two halves of the body
Further development of balance
Total control of body position in space

MATERIALS: Trampoline. This can range from a full-size trampoline to a small mini-tramp. The size of the children should determine the size of the tramp.

AREA: Gym or large classroom with high ceiling.

To the instructor: Before you start with any questions it is a must that your child know the parts of the trampoline and some of the safety rules. The parts of the trampoline are the frame (metal part), the elastic (the strings that give the bounce to the tramp), and the bed or part of the tramp that the child jumps on.

Safety Rules

1. Nothing should be in pockets or around the neck.
2. Only one person is to be on the tampoline at a time.
3. If the tramp bed is nylon, tennis shoes are a must.
4. If the bed is canvas, the children should perform either bare footed or in stockings.
5. Use tramp for very short time per period.
6. The children who are not jumping should spot. Spotting refers to the watching of the child who is jumping and the pushing of the student into the middle of the bed should it become necessary.

Questions

1. Can you stand beside the tramp and tell me what the bed feels like?

2. Can you press or push on the bed? What happens when you do?

3. Let me see you walk around the tramp. Is it big or small?

4. I would like to see you go under the tramp without touching it.

5. Can you lift the tramp? Is it heavy? Is it light?

6. How would you get on the tramp?

7. Can you sit on the edge of the tramp?

8. Can you lie on your back in the middle of the tramp? Now change from your back to your right side, to your stomach, to your left side, and back to your back.

9. Tramps are to jump or bounce on. I would like to have you sit in the middle of the tramp. Can you bounce on your seat?

10. What must you do to bounce on your seat?

11. Let's see how big our space is on the tramp. I would like to have you crawl to the edges of the tramp.

12. How far are the edges from the middle?

13. You have already shown me that you can bounce on your seat. Now I would like to see you bounce on all fours, both hand and knees.

14. Can you walk on the bed and cover all the surface?

15. Can you find the center?

16. How do you know that it is the center?

17. Lie in the center of the bed and someone will bounce you up and down.

18. I would like to help you bounce on your feet, so I will come up and help.

19. Since we know how to bounce, now we must know how to stop bouncing. How will you do it?

20. Can you bounce smoothly and count each bounce?

21. I would like you to look at the front of the frame and find the red x and keep your eyes on that spot while you bounce.

22. Does this make it easier to stay in the middle?

23. Now that you have learned to look at the red x, I would like you to pick a spot on the gym wall in front of you and watch it while you bounce.

24. Each time that your feet hit the tramp bed I would like for you to yell out 1-2-3 and keep count of each jump. Keep your eyes on the target.

25. Is your counting even?

26. We can help ourselves go higher and stay in the middle if we swing our arms. Swing them up when we go up and down when we come down.

27. You're jumping is fine. Now we are ready for something harder. It is called a half turn. Start by keeping your eye on the spot and when we bounce up we will turn half way around. Find a new spot.

28. Can you do a full turn?

29. Next we have a knee drop. We do a bounce but we do not land on our feet, we land on our knees. Can you do it?

30. Can you bounce and land on your seat?

31. Can you go from your seat to a standing position?

32. First do a knee drop, then one feet bounce, then a seat drop.

33. Can you do a knee drop and then a seat drop without the feet bounce?

34. Let's try some more combinations. Can you do a half turn and then a knee drop without a feet bounce in between?

35. Now I would like to have you try a full turn to a knee drop.

36. Can you do a seat drop, a knee drop and another seat drop. All without feet bounces.

Instructor: Add other combinations that fit your situation.

Body Awareness

ACTIVITY: Animal walks

OBJECTIVE: Given a verbal description, each child will change his body position and move as directed.

CONCEPTS: The child's body image may be strengthened by requiring the body to assume different positions and functions during the prescribed animal walks. He must maintain laterality and directionality for these tasks although his usual postural and balance relationships are altered.

MATERIALS: None

AREA: Any area inside or out, depending on the size of the group.

To the instructor: The stunts in the following questions can be given to a group or to an individual. Watch for the action that you want and listen for the verbal response. If you want the students to get ideas from the other children form a circle, with everyone looking in. If you wish not to have the children look at each other have the children face out.

Can you walk like an animal? Here are some animal walks that are fun to try. I will tell you how to walk and you tell me what animal you are.

1. Run around on your hands and feet, go bow-wow. What are you? (dog)
2. Make a four point base with your hands far from your feet. Make your feet jump forward to your hands. What are you? (rabbit)
3. Squat down. Lean backward placing your hands on the floor well behind your feet, walk forward and backward on your hands and feet. What are you? (crab)
4. Lie on your stomach with your elbows under you, and hands together. Walk using only your elbows. What are you? (seal)
5. Get down on all fours, both hands and feet, lift one foot off the floor and hold it up. Now walk on the other three, go bow-wow. What are you? (lame dog)
6. Can you walk on your hands and feet, move the arm and leg on the same side of the body, at the same time. What are you? (bear)

7. Bend forward, while standing on your feet, hang your head toward the floor. Move forward keeping your knees stiff and swinging your arms from side to side. What animal are you? (elephant)

8. Squat down and raise your elbows outward while you are walking, go quack-quack. What are you? (duck)

9. Go to the squat position, put your arms between your legs, hands on the floor and take short hops, go ribit-ribit. What are you? (frog)

10. Lie as flat as you can on the floor. Move your body as close as you can to the ground, go hiss-hiss. What are you? (snake)

Body Awareness

ACTIVITY: Rope activity for body awareness

OBJECTIVE: Given rope activities, the child will become better coordinated and more aware of his body.

CONCEPTS: Each child should have his own rope for the questions where one rope is used. While some children, especially girls, have used ropes before this not only provides them with a familiar object, but also encourages them to use new and different ideas. This will also give them a chance to excel in an activity. The student who is not so familiar will work harder to keep up with those who are.

MATERIALS: One jump rope per child for individual activities. One long rope for every three children in group activities.

AREA: Any area inside or out, depending on size of group.

To the instructor: Try to see that each child has the right size rope. This can be done by having the child stand on the middle of the rope. If the ends are waist high the rope will fit the child. Give the children a few minutes to experiment with the rope before you start the questions. Rope can be bought in long rolls and cut to the desired length or jump ropes can be purchased. Start all activities with ready-go and stop with the whistle or raised hand.

Basic guidelines for rope activities

1. Jump on the balls of the feet.

2. Jump straight with the whole body.

3. Jump low, just high enough to clear the rope.

4. No more than 5 to one rope for long rope activities.

5. Each person has his own rope for single activities.

Questions

1. Can you turn the rope forward and jump on both feet? (Both at same time.)
2. Can you turn the rope forward and jump on the right foot?
3. Can you turn the rope forward and jump on the left foot?
4. Turn the rope backward and jump on both feet.
5. Turn the rope backward and jump on the right foot.
6. Turn the rope backward and jump on the left foot.
7. Turn rope forward and jump first on the right foot, then on the left.
8. Turn the rope backward, jump first on the right foot, then on the left.
9. Can you turn the rope and run at the same time?
10. Can you turn the rope backward and run backwards at the same time?
11. Turn the rope forward and skip.
12. Turn the rope backward in the process of a skip.
13. Turn the rope forward and hold your right leg straight out so that you can jump on your left foot.
14. Same as 13 only with the other foot.
15. Turn rope forward and jump with feet spread apart.
16. Turn rope forward and jump with one foot forward and one back.
17. Turn rope forward and jump using the rocker step, alternating feet.
18. This can be done with each counting out loud as they jump 1, 2, 3, 4 or a, b, c, d.

ACTIVITY: Long Ropes

To the instructor: When using a long rope in groups of three, have the children start by turning the rope without a jumper. Some children will have trouble coordinating the swing. Have these children keep their eyes on the hand of their partner who is swinging with them. In some activities two long ropes are used. Set up a rotating order so that each child will get an equal chance to perform. Long ropes can also be made by tying two short ropes together.

1. The two partners, who are holding the rope, pull it tight. I would like to see the other partner run and jump over the rope without touching it. Start at a low level. (Make sure all 3 children have done it at this level.)

2. Can you do it at a higher level?

3. Do it at an even higher level.

4. You have shown me that you can jump over the rope. Now I would like to see you go under the rope. Start with the rope as high as your nose.

5. Now let's try it with the rope as high as your middle.

6. Can you do it with the rope as high as your knee?

7. Can you go under the rope at an even lower level than your knee? Let's try and see.

8. Now we are going to play a game called "Drop the rope". In this game the two partners, who are holding the rope, hold it as high as their eyes. The other partner stands close to the rope and wants to go under the rope without getting touched by it. The two holding the rope want to "drop the rope" on the partner who is going under. (Allow 3 trials by each student before changing positions.)

9. I have a new game called "School". In this game we have the same grades there are in school, there is kindergarten, first, second, etc. We all must start with kindergarten. To see if we make it through kindergarten we must run through the rope without being touched. (Have two children turning the rope, so that the rope is coming down toward the rest of the children who are in a line.) To do this you must keep your eyes on the rope at all times. When the rope goes by your eyes run as fast as you can through the rope. (If a child misses one of the grades, have him continue to work on that grade until he can do it, he does not have to start over.)

10. This is first grade, in order to go to second grade you must jump the rope one time and then leave without being touched by the rope. Keep your eyes on the rope, run in when it goes by your eyes, jump the next time it comes around and leave before it comes again. (You can have all students count the number of jumps made.)

11. Now for second grade, in order to go to third grade you must jump the rope two times and then leave without being touched by the rope. Keep your eyes on the rope, run in when it goes by your eyes, jump the next time it comes around and leave before it comes again.

12. Third grade (same as second only jump 3 times.)

13. Fourth grade (same as third only jump 4 times.)

14. Fifth grade (same as fourth only jump 5 times.)

15. Sixth grade (same as fifth only jump 6 times.)

16. Another game is called High or Low Water. In this game the two partners who are turning the rope swing it back and forth, and not over or around. Start at low level jumping the rope each time it comes toward you (partner in the middle). The two partners swing a higher level each time the child in the middle jumps it. (See if the child can change levels of the jump as the rope moves up.)

17. Hot Peppers is a fast rope jumping activity. In this game the turners, turn the rope fast, and the child in the middle jumps as fast as he can.

ACTIVITY: Egg Beater

To the instructor: When students have become good at long rope jumping, have them try the egg beater.

18. Two turners stand facing each other. A long rope is held in both the right and left hand. Turners turn ropes opposite to each other; one toward the skipper and one away from the skipper. When one rope is up the other is down. See how many times a child can jump without a miss.

SUPPLEMENTS IN THE AREA OF
BODY AWARENESS

When it becomes apparent that the student can not satisfactorily perform at the question level he is on, the instructor should not skip that question and go on to the next. Rather, he should bring in related or supplementary material that could help the student perform successfully. This supplement, besides giving old material a new look, provides an excellent deviation from the routine.

In the following pages you will find material which contains games and activities in the area of body awareness. Use the game or supplement that directly relates to the area your student is on.

Supplement to Body Awareness

ACTIVITY: Mini-Human Anatomy Course

OBJECTIVE: The children will be better able to understand the bone and muscle structure of their bodies.

MATERIALS: Human skeleton if possible, and wall charts of muscles and bones.

AREA: Classroom or gym

To the instructor: This course is divided into the following six parts:

I. Pre-test

1. How many bones do you have in your little finger?
2. Where is the longest bone in your body?
3. How many bones do you have in your arm?
4. How do muscles attach to our bones?
5. Why is it possible to bend the arm at the elbow?
6. Your skull is made up of several flat bones. What is the main function of these bones?
7. What do muscles enable us to do?
8. Why can you stand straight?

II. Instructor's presentation of information on skeleton. Included in the presentation will be information on:

1. Functions of bones
2. Types of bones (shapes, sizes, and growth)
3. Location of bones
4. Types of joints
5. Articulation of bones

III. Student orientated period of study on bones. The students should be allowed some time to look at the skeleton, handle the bones, and ask questions. Then the instructor should ask individual students the following questions:

1. Locate the patella or kneecap.
2. Go to the skeleton and explain which bones would move when a person goes from a standing position to a sitting position.
3. Locate the large bone of the upper arm. What type of joint is the joint where this bone attaches to the shoulder?

4. Locate the sternum or breast bone. What is an important function of this bone?
5. Locate the largest bone in the body.
6. Find the ribs. How many ribs are in the body? Count them. What is an important function of the ribs?
7. Find the bone we often refer to as the ankle bone. This is actually part of what bone?
8. How many bones do we have in each finger? Find these bones on the skeleton. How many bones are in the thumb?
9. Locate the elbow. What type of joint is this?
10. Locate the vertabrae of the backbone. What is the most important function of these bones?
11. Locate the wrists. Is the area referred to as the wrists, just one bone or several small bones?
12. What joint of the body is very important in kicking a football? Locate this joint. What type of joint is it?
13. The collar bone or clavicle is a bone that is easily broken. Locate the collar bone.
14. Locate the spot where the large leg bone, called the femur, joins the hip. What type of joint is this? How does a ball-and-socket joint differ from a hinge-joint in relation to movement?
15. Locate the jaw bone. What type of joint is this?

IV. Instructor's presentation of information on muscles. Included in the presentation will be information on:

1. Types of muscles
2. Attachment of muscles
3. Explanation of how muscles are related to human movement.

V. Student oriented period of study on muscles.

The students should be given time to study the muscle charts and to locate common muscles on themselves.

VI. Post-test (identical to pre-test).

A Jump Rope Is Not Just For Jumping

An eight-foot length of rope or heavy cord can be used in helping children with perceptual problems or motor disabilities learn how to handle themselves.

A jump rope is not just for jumping. It can be used for a variety of physical and mental activities. All that's needed is an eight-foot length of rope, a little room and some imagination.

I use jump ropes in working with neurologically and emotionally disturbed children, but the uses I've found can be of value in working with all children, especially those with motor problems, those with mixed dominance and others with muscles that just haven't learned yet how best to function.

How can a jump rope be used when it isn't being used for jumping? Try these ideas for starters:

Tight rope walking. Place the rope on the floor and have your students walk forward, backward, sideways-starting first with the left, then the right foot. Then have them practice the cross-over step.

While tight rope walking, the children can carry an eraser in one hand. This reinforces the left-right concept, a problem with many perceptually handicapped children. Have the child hold the eraser in his right hand - at his side or held out at shoulder height - and walk forward on the rope. When he comes to the end of the rope, have him turn around, switch the eraser to his left hand and return. In doing this, the child also learns sequencing.

Bend and duck. Have two youngsters hold the rope at either end, suspended above the floor. Then have your students crawl, roll, or do the crab walk under the rope one by one. The height can be varied, of course. Start with the rope held rather high and lower it as the children become more and more proficient at crawling beneath it.

For patterning problems. Perhaps a child can walk in a straight line but has difficulty crawling or rolling in one direction. This happens most often when the student is working on some kind of patterning-moving the right hand with the left knee and left hand with the right knee for example. If a student has a great deal of difficulty with left-right while crawling, have him straddle the rope, right hand and knee on one side and left hand and knee on the other. This will help him identify his left and right side.

Arithmetic concepts. Arithmetic concepts can be taught with a rope. Have the student take 10 steps forward and eight backwards. Then have him walk to the middle of the rope. How did he do? Let him check his judgment by folding the rope at the midpoint and checking to see how close the two ends are.

Your rope should be marked at the mid-point with a string or colored tape. This permits the student to divide the rope into halves and quarters. A piece of string can be substituted for the rope in this exercise. Have the student walk to its mid-point, cut it in half, then fold it into quarters. This kind of activity leads easily to a large number line painted on the floor. This, in turn can be used to teach addition and subtraction concepts as the children practice body movements.

A sense of direction. While moving, perceptually handicapped students often pay closer attention to what they are doing than where they are going. The jump rope can help them with this problem. If a student can't walk from one point to another by taking a fix on a distant object and walking to it, then use your rope, placed in a straight line, as a guide.

A sense of being. Getting some handicapped students to pay attention to the environment when moving from one place to another is often an important step in their motor development. The idea is to get the student to explore with his hands what is in his immediate reach as he moves along the stretched out jump rope. This extra dimension is fun. Equally important, it breaks the monotony of crawling practice while reinforcing straight-line motion.

Learning to jump. And then, of course, there's jumping. It's great for all children - not just the educationally handicapped. But what if a student can't jump? How can you teach him?

(I try to get the student off the floor as soon as possible. I use a block of wood six inches high with a large surface to stand on. Then, if necessary, I hold the child's hand and get him to jump, feet together, off the block.) This isn't always easy for the child. He may need to work on the rhythm of jumping-bending knees, shifting weight to balls of feet, swinging arms and then springing. Or he may need to overcome fear; it's often frightening for children to get out in space. The block gives such a child an initial experience of flight through space and some practice in landing properly. Once he can jump from the box he can be "graduated" to the jump rope.

Start with a static jump rope touching the floor. Have the student jump over this until he has no difficulty. Then gradually begin to raise the rope until the student can jump, feet together, to a height of six inches. The rope can be swung back and forth to help the student work on timing. And, before he knows it the youngster will be jumping rope easily.

But, remember, a rope is not just for jumping. I've outlined some of the other uses I put it to for helping my educationally handicapped children. A little work in your own room with both handicapped and "normal" children will uncover many more uses for this age-old child's pastime.

Charles Eklof
Avalon School
South San Francisco, California
from the magazine Grade Teacher
May-June, 1968

Supplement to Body Awareness

ACTIVITY: Games to develop body awareness

OBJECTIVE: Given the rules of a game, the children will be able to follow them. The children will develop body awareness and have fun.

CONCEPTS: Through play or game activities the child can apply his learned knowledge. The following is a list of rules and the social behavior that is required in these games to help develop a well-rounded child.

MATERIALS: The materials will vary depending on the game. The instructor should check to see that all materials are present before he starts the game.

AREA: Any area inside or out, depending on the game.

To the instructor: These games and others can and should be used from time to time. They serve a dual purpose inasmuch as they provide a good basis for body awareness as well as a relaxed, fun activity. Observe the children while they play the games and relate what you see to the question area.

1. Circus
   Gymnasium/Classroom
   No equipment

   1. Parade--Children parade. One group leads and imitates playing different band instruments; others imitate animals, and so on.

   2. Ponies--In the circle, ponies paw ground eight counts with one foot then eight counts with the other.

   3. Ponies trot in circle--Ringmaster in center snaps whip, and all go in opposite direction.

   4. Elephants--With body bent forward, walk lumberlingly along, swinging the trunk. The trunk is represented by extending the arms full length and keeping the head bent down between the arms.

   5. Clowns--They skip along, performing amusing antics.

   6. Band--All imitate the playing of band instruments.

2. Looby Loo

Formation: Single circle, hands joined.

Dance: Skip to the left until the words "Saturday night" are sung. All put right hands in towards center of circle, then stretch right hands away from center of circle, all shake right hands hard and turn in place. Repeat for following verses, suiting actions to words.

Words: Here we go Looby Loo, Here we go Looby Light.
Here we go Looby Loo, All on a Saturday night.

Verse 1 I put my right hand in,
I put my right hand out.
I give my right hand a shake, shake, shake,
And turn myself about, Oh

Verse 2 Here we go Looby Loo, etc.
I put my left hand in, etc.

Verse 3 Here we go Looby Loo, etc.
I put my two hands in, etc.

Verse 4 I put my right foot in, etc.

Verse 5 I put my left foot in, etc.

Verse 6 I put my head way in, etc.

Verse 7 I put my whole self in, etc.

3. Tune: The Farmer In The Dell

1. The farmer plants his corn
The farmer plants his corn
Hi-ho-the-dairy-o
The farmer plants his corn.

One child is farmer.
One child is sun--(makes circle with arms.)
Two or three children are the rain.
Two or three children are the wind.
Other children stand in circle. (Few children are chosen to be "singers" near piano.) Leave "gate" in circle.

1. The farmer plants his corn.
(farmer walks around inside of circle touches each child on head. That child stoops down (on his feet), crouching.)

2.	The rain begins to fall The rain begins to fall Hi-ho-the-dairy-o The rain begins to fall.	Two or three children run into circle, wiggling fingers and arms and "rain" on crouching children in circle (run out).
3.	The winds begin to blow, etc.	Winds run huffing and puffing moving arms as blowing wind.
4.	The sun begins to shine, etc.	Child is sun, enters circle, holds hands in big circle over head and revolves slowly.
5.	The corn begins to grow, etc.	Children rise slowly to standing position.
6.	It grows straight and tall, etc.	Children (corn) put hands up straight and wave slightly from side to side.
7.	The farmer cuts his corn, etc.	Farmer comes in and makes cutting motion in front of each child. Child "cut down" bends at waist and has hands hanging down straight in front of him limply.
8.	He gathers it into sheaves, etc.	Farmer makes little groups or circles of 2 or 3. They all skip around.
9.	We're all happy now, etc.	Wind and rains, farmer and sun somehow all make small circles as well as "corn" and finish game skipping around in these little circles arranged around the large circle on floor.

4. King Lion

Formation: seated in circle, children facing out.

Action: "It" or "King Lion" walks around naming animals. (Children are given animal names before the game starts). As their name is called, children follow behind King Lion. He yells, "I'm hungry" and runs for an empty place in the circle. Children run to their places also. Child without a place becomes "King Lion."

5. Have You Seen My Sheep?

Formation: circle

Action: "It" calls out, "Have you seen my sheep?" Player he is facing asks, "What does it look like?" It describes someone in the circle who tries to catch him before he reaches the vacant place left by that player. If not caught, "It" is safe and another player takes his place.

6. Elbow Tag

Formation: Children scatter in group.

Action: Child who is "it" holds one elbow and dodges about trying to tag a child in a chosen group.

7. Lion Hunt

Players sit in seats or on floor facing leader. Leader tells story about a lion hunt; makes rhythmic motions illustrating action. Children follow motions of leader.

Leader may make up his own story and be as he wishes. Example of story about a lion hunt:

"I was walking slowly through the jungle one day (slap hands on knees, simulating slow walking) looking for a lion (form binoculars with hands put to eyes). I came to a river and had to swim across (swimming motions); and when I got to the other side, I shook the water from my body (shake).

Suddenly I heard a lion roar, so I quickly climbed a tree (climbing motions) and looked all around for the lion (binoculars). I saw a lion sitting on a hill, licking his whiskers (lick whiskers), so I decided I'd better go home. I climbed softly down the tree (climb down); tiptoes toward the river (fingers imitate tiptoe), when the lion saw me and gave a great roar. I dived into the river (hands together, as if ready to dive); swam to the other side (fast swimming) shook off the water (shake quickly); and ran through the jungle all the way home (running motions with hands on knees). An that was the end of my lion hunt."

Supplement to Body Awareness

ACTIVITY: Quiet games

To the instructor: Children at the primary level frequently need periods of rest and relaxation. To make this time "fun" as well as a time of learning, many activities of a quiet nature can be used. The activities in this supplement are by no means new. They have been used successfully for many years by hundreds of teachers. Quiet games, similar to those in this publication can become an important part of the perceptual-motor program as they help children become more aware of their body and its movements. Play acting and moving creatively to songs and poems are truly "fun" for children. They also offer experiences which are building blocks to motor-skill development.

1. Jack Frost

Teacher: "I saw Jack Frost today."
Children: "What did he do?"
Teacher: "He bit my nose!"
Children: "Oo, Oo, Oo!"

With the last line all the children rub their noses. Statements and questions are repeated with a variety of answers, such as, "He bit my ears." "He bit my toes." Children hold part of body indicated.

2. Just So

We rap, rap, rap
And we clap, clap, clap.
And we fold our arms just so.
And we look to the right,
And we look to the left,
And we nod our heads just so!
We stand up high, spread our arms so wide,
And we whirl all around just so.
And we point like this (right toe).
And we point like that (left toe)
And we all sit down, just so.

Follow directions of words in rhyme.

3. Monkey

A number of monkeys were up in a tree.
They were the funniest things I ever did see!
They were doing this--, and this--, and this---etc.

Choose four or five children for leaders in front of room. Number one indicates an action for the group, then number two his action, while continuing the first, etc., until the final leader indicates his action.

4. My Hands

My hands upon my head I'll place
Upon my shoulders, upon my face;
At my waist and by my side
And then behind me they will hide.
Now I'll put my hands up high,
And let my fingers swiftly fly.
And clap my hands, one, two, three--
Then see how quiet they can be.

Have children follow the directions using their own interpretations as the poem is read.

5. Sometimes

Sometimes I'm very, very tall.
Sometimes I'm very, very small.
Sometimes tall--sometimes small--
Guess which I am now!

One child in front faces away from the group and hides his eyes. Leader directs group and varies the actions. The one hiding guesses final action.

6. Seesaw

I squat on my knees; I rise on my toes.
I go up and down like a seesaw goes.

Have children follow directions as poem is read.

7. Squirrels and Nuts

Formation: Two squirrels are chosen and each is given a nut. The remaining children put their arms on their desk with one hand extending palm up and open. Their heads are placed on their arms with their eyes shut.

Action: Each squirrel runs on tiptoe up and down the aisles and drops his nut into an open hand. The player who receives a nut starts chasing the squirrel that gave him the nut and tries to catch the squirrel before the latter can reach his nest, the person who tags him becomes the new squirrel. If the squirrels are successful in reaching their nests, the first squirrels again drop the nuts into new hands. (See that seated children at all times keep their feet under their desks and out of the aisles.

8. Stew Soup

Formation: Children choose partners and stand back to back around circle or square called soup.

Action: On command such as skip, creep, crawl, or crab walk, partners go in opposite directions around circle or square until they meet and sit down. Last couple to sit down must go into the center of the circle or square called "soup".

9. Busy Bee

Formation: Children choose partners and stand facing each other.

Action: One child is the leader and he says "hands to hands", "head to head", "back to back", etc. When the leader says, "Busy Bee" all children (including the leader) scatter and find new partners, The child without a partner becomes the new leader.

Supplement to Body Awareness

ACTIVITY: Obstacle course

OBJECTIVE: Each child will be able to complete an obstacle course which contains specific objects to go under, over and between, moving as directed.

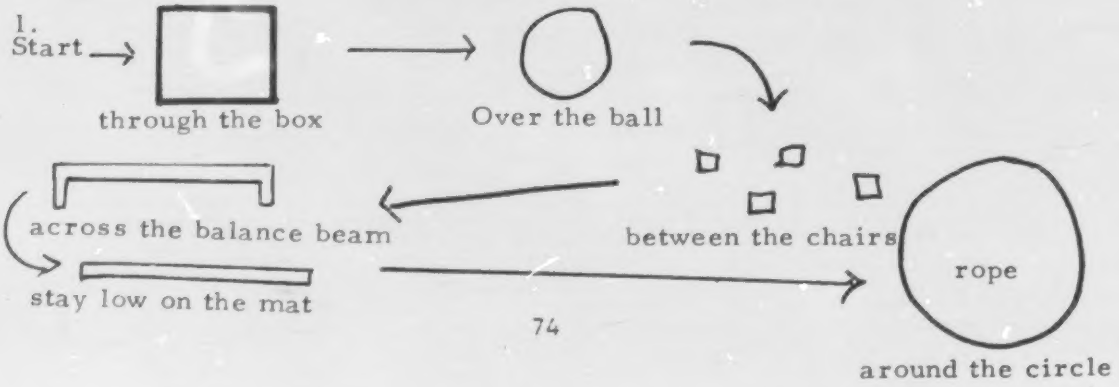
CONCEPTS: The obstacle course is arranged to help the child become aware of the space needed to accomodate his body in various positions.

MATERIALS: The material needed depends upon the purpose of the obstacle course. Check the suggested courses or make your own and then see what equipment you need.

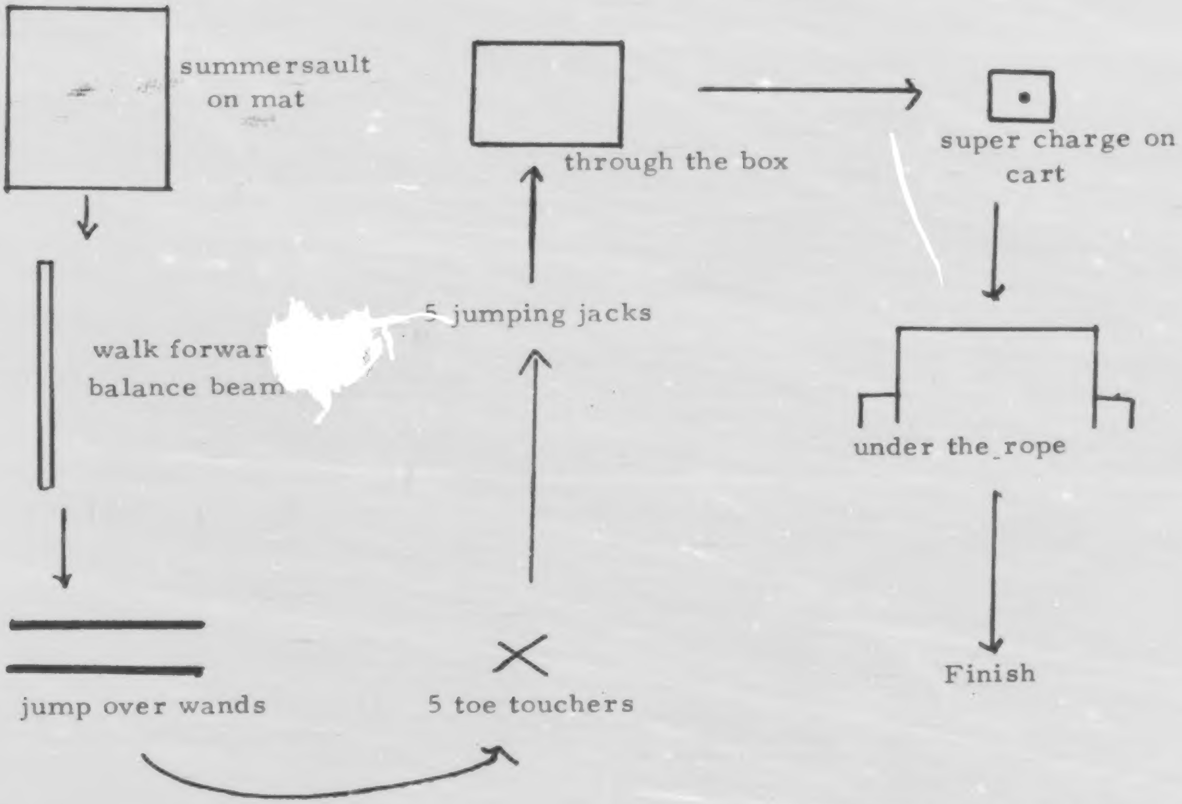
AREA: Large classroom or gym. May also use outside area.

To the instructor: Set up the course in advance of the class period if at all possible. Know what the child is to do with each object. The first time an obstacle course is set up make the direction simple. Increase the difficulty as the child grows in experience. The following are some examples that can be used to increase body awareness.

1.

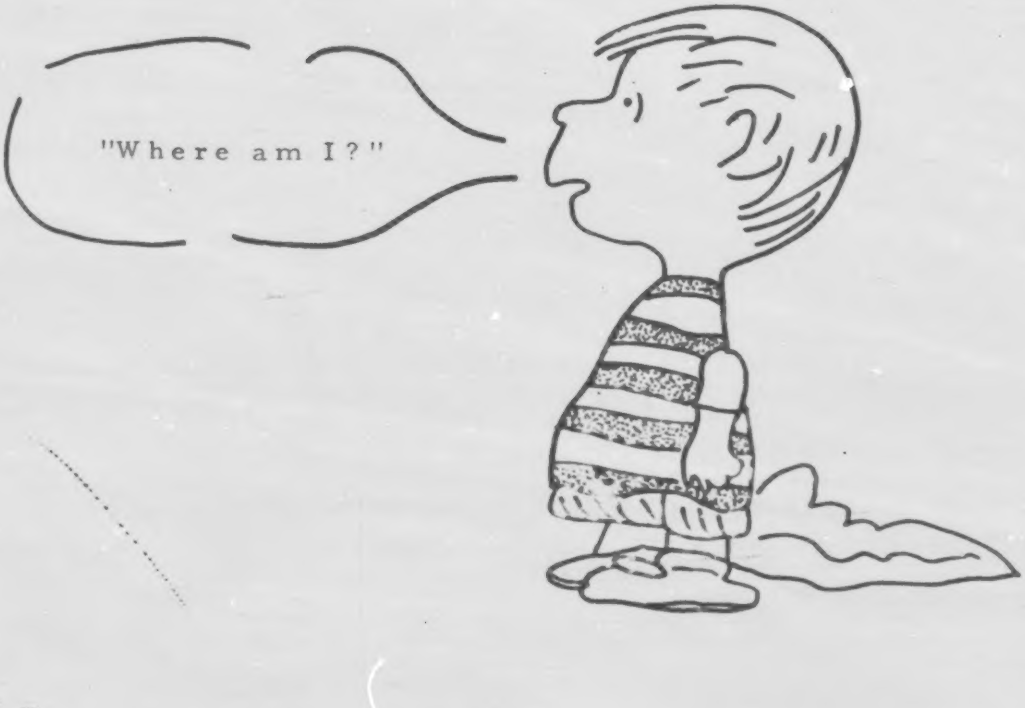


2.


summersault on mat
walk forwar[illegible]
balance beam
jump over wands
5 toe touchers
5 jumping jacks
through the box
super charge on cart
under the rope
Finish

Area IV

SPATIAL AWARENESS



Spatial Awareness

Spatial awareness is the process which enables the child to answer the question, "Where am I in space?" This can be answered after some degree of efficiency has been developed in the area of muscular strength, dynamic balance and body awareness. By developing within himself an internal reference system, the child becomes aware of "where" he is in relationship to other things in his environment. The reference system consists of three dimensions: 1) Vertical (up and down space); 2) Horizontal (left and right space); 3) Depth (front and back space).

The child learns that the body can be extended into space and that the parts of the body function independently of each other. He learns that he has sides, a front and back, and a top and a bottom. These understandings or feelings lead to the development of perceptions and concepts.

Many children have trouble with position words such as over, beneath, under. In space movement the child will have an opportunity to develop these spatial concepts. In learning written language in manuscript, the child may have trouble with b and d, p and q if his spatial awareness is not developed. He can not assess space on a page and not only do his margins wobble, but his numbers in subtraction may be in the wrong spot. His whole mental process may be topsy-turvy in space.

ACTIVITY: Space movement

OBJECTIVE: Through the use of space movement the child will develop within himself a reference system of where he is in relationship to objects in his environment.

CONCEPTS: In these activities the child learns that his body can be extended into space and that the parts of the body junction independently of each other. He learns that he has sides, a front and back, and a top and bottom.

MATERIALS: None

AREA: Large classroom or gym

To the instructor: Before the questions on space movement are asked, the child must have time to find his "personal space". The children should spread out in the gym so that they use the entire space. Have the children sit down after they have found a spot where they are not close to anything or anybody. Start each question with ready-go, and stop with the whistle or raised hand.

Statement to class

Everything in this world takes up space. A book uses space, a building uses space and you use space. No two things can take up the same space at the same time. The bigger something is the more space it takes up. I would like to see how much space you take up.

Non-locomotor movements (Use of space without going from one spot to another.)

1. How much space can you use? Use all the space that you can.
2. Your space has a top and a bottom. Find the very top of your space.
3. Can you find the very bottom of your space?
4. How wide is your space?
5. Use the least amount of space that you can.
6. Can you use an even smaller amount?
7. First, touch the bottom of your space and then touch the very top of your space. (From the floor to standing on tiptoe with arm extended.)
8. Touch the sides of your space, first to the right and then to the left.

To the instructor: Repeat the non-locomotor movements for the next two class periods. Each time you are through remind the children that this is their "personal space" and no one is to use it but themselves. Their space goes with them no matter where they go or what they do.

Locomotor movements: (Use of space while moving from one place to another.)

1. Walk among classmates who are confined to a relatively large area.
2. Can you decrease the size of the area and walk among classmates?
3. Can you avoid all personal contact with the classmates?
4. Keep hands low while walking on a high level.
5. Keep hands high while walking at a low level.

6. Can you change levels while walking but keep one part of the body at a constant level?

7. Can you run among classmates in a large area without bumping into anyone?

8. Can you start low and reach the highest run position?

9. Starting very low, run as quickly as possible to a given point.

10. Notice where you are standing, move away from that spot, return when the signal "Home" is given.

11. Move farther away from home again and return on the signal.

12. Move farther away from home and look in another direction, then return home on signal. (Be careful not to run into anyone.)

13. Look at a spot away from home. Go to that spot as quickly as possible then return home.

14. This time find two spots away from home. Visit one spot and then the other, returning home as quickly as possible.

15. Move in this (arm signal) direction in the fastest method you can.

16. Return home quickly.

17. In a low position, move from that direction until the whistle blows. Come back home in another low position.

18. Find a way to and from here to here, moving from high to low, high to low.

19. Again move high to low in this direction, but do not leave the ground.

20. What can you do that will cause one side to lead as you move from here to there? (gesture)

21. Come back with the other side leading.

22. Find a place where you have a great deal of room to yourself. Move about that space in the pattern of a large O.

23. Move in a pattern that will form this n (use flash cards).

24. Can you move backwards in this same pattern?

25. Is it possible to face in one direction while moving in the square pattern?

26. Now try to move in the pattern of this shape (triangle).

27. Who can move in the pattern of a letter C?

28. Without moving from the spot where you are standing can you again move in the pattern of a C?

29. Is it possible to move in the pattern of a Z?

30. How could you move in the pattern of an X, touching the ground only where you want to leave a line?

31. Can you make a pattern of the first letter in your first name?

32. Try moving backward while making the pattern of the letters of your last name.

33. How would your full first name look if you moved in a pattern to form all the letters?

34. What other words can you spell through movement?

35. Can you run in the pattern of the word run?

36. Let's try to skip the pattern of the word skip.

Spatial Awareness

ACTIVITY: Ball handling

OBJECTIVE: Given a ball, the child will be able to respond appropriately to the questions asked by the instructor.

CONCEPTS: Children can explore space with many different activities. The ball provides both a tactile and kinesthetic approach to the development of space. The child can relate directly to the ball when asked to perform with it.

MATERIALS: One ball per student. The ball can be a playground ball or basketball.

AREA: Large classroom or gym or a hard surfaced outdoor area.

To the instructor: Have the number of balls needed for the activity ready before the children arrive for class. Give them ample time to bounce the ball before the first question. To bounce the ball is to catch it each time it comes up. The second time through a question you can ask the same question but have the children dribble the ball. A dribble is different from a bounce inasmuch as the ball is not caught when bouncing upward, but pushed back down to the floor. Dribbling requires more motor skill and can be used for older children. Start each activity with ready-go and stop it with the whistle or raised hand.

1. Can you bounce the ball keeping it waist high.
2. Now can you take the ball down to a very low bounce?
3. Can you change hands and keep the ball bouncing just as low with this hand?
4. This time, how low can YOU go while bouncing the ball? Keep it bouncing as you get into that low position.
5. Bounce to a standing position and repeat this with the other hand.
6. Can you go down lower while bouncing with this second hand?
7. Come to a standing position again while bouncing the ball.
8. Try bouncing the ball while looking away from the ball. Try not to peek.
9. Change hands many times while doing this.
10. Can you bounce the ball very low while doing this?
11. Now can you move among your friends without bumping, while bouncing the ball? You may have to look around now and then to avoid bumping.
12. Change hands many times while doing this.
13. Who can bounce the ball with a different part of the body? Remember that to bounce the ball means to strike it downward.
14. Find another part of the body with which you can bounce the ball.
15. Can you bounce the ball into the ground and catch it before it bounces again?

16. Try this many times.

17. Now can you bounce the ball into the ground and jump to catch it before it bounces again?

18. How high can you toss the ball, catching it before it bounces?

19. If you are successful, try to toss it even higher.

20. Place the ball on the ground. Find a way to go over the ball without touching.

21. Try this several times, changing the way you go over the ball each time.

22. How can you get the ball from your feet to your partner's hands?

23. Can you find another way to get the ball from your feet to your partner's hands?

24. Show me if you can volley the ball with your hands many times.

25. Count the most number of times that you can volley the ball in succession.

26. Now try to volley the ball with different parts of your body, using your hands only when it is necessary to regain control of the ball.

27. Place the ball on the ground and gently kick it with the inside of one foot then the inside of the other foot. Try to keep the ball quite close to you at all times. Walk as you do this.

28. Repeat this, walking faster if you can. Look up to see where you are going.

29. If you have been able to keep the ball quite close to you while dribbling with your feet, practice dribbling while running.

30. Throw the ball down the field, retrieve it and sit down.

31. Now throw it back this way and retrieve it.

32. Try to kick the ball straight ahead of you down the field. Retrieve it and sit down.

33. Do the same thing coming back this way.

34-67. Repeat activities 1-33 with a dribble.

Spatial Awareness

ACTIVITY: Bean bags

OBJECTIVE: Given questions that must be answered by actions, the child will demonstrate his growing awareness of space.

CONCEPTS: The child takes a measure of his world by throwing objects. The bean bag is an excellent object for development. It fits into the natural developmental picture and gives the child experience and background for making space judgments so necessary for his understanding of the world in which he lives.

MATERIALS: One bean bag for each child

AREA: Any area inside or out, depending on class size

To the instructor: Have the children find a partner or if the child has a lot of trouble be that child's partner youself. (Only underhand throwing.)

1. Throw the bean bag back and forth.

2. Throw the bean bag back and forth, but be ready to move by taking a step.
    a. Take one step back.
    b. Take one step forward
    c. Take two steps backward
    d. Take two steps forward

Instructor: Say the commands as the child is about to throw the bag.

Two bean bags

3. Can you keep two bean bags going without dropping them?

4. Look at your partner's head. Can you throw and catch the two bean bags while looking only at his head?

5. Throw the bean bags back and forth. Count each time the bag leaves your hand. (Try to have a steady, rhythmic count - 1 2 3 4, 1 2 3 4.)

6. Let's count and throw. We will only go to 4. The first throw is one (1), the next is two (2) and so on.

7. Now we will change it a little. We will still count 1 2 3 4 but I want to see if you can throw on 1, rest on 2, throw on 3, and rest on 4.

8. Can you throw and catch the bean bags when they go high?

9. Can you throw and catch the bags when they go low?

10. - 19. The same activities, but the throw will now be overhand.

To the instructor: The next events will be one child and one bean bag.
You will have to help each child individually.

19. I am going to throw the bean bag toward you. As I do I will call out right, left, and both. I want to see if you can catch it in that hand or hands.
    a. Catch it in your right hand. Throw.
    b. Catch it in your left hand. Throw.
    c. Catch it in both hands. Throw.
    (You can then speed up the throw if the child has no trouble.)

20. This time you may catch the bag with either hand. I will call out high or low when I throw.

Instructor: If no mistake in 10 throws go to next questions.

21. I would like you to tell me if the throw is high or low, left or right after you catch it, can you do it?

22. You can call the next commands for Hit the Spot.
Have the child stand in one spot, and throw the bean bag into a can or wastebasket. Stand close and move the bucket around, go to 5 different spots. 1. near 2. far 3. far 4. right
Question: Can you throw the bean bag in the basket?

23. Repeat the four stations only this time have the student do it with his eyes closed. (Students may open eyes when target is moved to new place.)

24. Have child turn his back to the target, turn around with eyes closed and throw.

Spatial Awareness

ACTIVITY: Stunts and tumbling

OBJECTIVE: The child will become aware of space by moving and doing stunts with his body.

CONCEPTS: Each person's body differs in shape and size. What he can do with his body depends upon the amount of space available in direct proportion to his size. In tumbling the child must be aware of where he is in relationship to his surroundings.

MATERIALS: One 4' x 8' mat for every 5 children. Bean bag

AREA: Any area inside or out depending on class size.

To the instructor: Before the child attempts to do the stunts, he must first bend and twist the body parts which are involved in that stunt. Help the children by demonstrating if necessary, and always spot so that the child does not hurt himself. All stunts should be done on a mat.

1. Can you balance this bean bag on your head and walk for a short distance?

2. Make believe that you are a ball. Bounce on your toes. Remember that a bag does not go as high on the second bounce as it did on the first.

3. Run like a puppy on all fours, go sideways, backward.

4. A pony also has four feet, but is larger than a puppy. Can you run like a pony? You may kick and buck if you want.

5. Sit on the floor on the mat and cross your legs. Can you stand up without using your hands?

6. Sit on the floor with your legs forward, can you stand up without using your hands?

7. Wrap your arms around your legs while sitting on the mat. Now roll on your side and then your back, and then return to your seat.

8. Get on your hands and knees. When I say "go" roll sideways like a log rolling down a hill.

9. Sit on your seat, roll back so that your weight is on your shoulders, and then roll back to your seat.

10. Put your hands and knees on the mat. Can you sit on your seat without moving your hands?

11. Start again with your hands and knees on the mat. I would like you to duck your head under until your shoulders are touching the mat. Now push with your feet and roll forward. Don't move your hands.

12. What you have just done is called a forward roll. The smaller you can make yourself the better you will roll.

13. Can you do a forward roll from a squatting position? Bend down like a baseball catcher. Put your hands alongside your knees. Tuck your head under and role.

14. Do the forward roll again, but this time don't land on your seat but roll harder and come all the way up to your feet.

15. I have a harder stunt for you to try. Go to your knees on the mat. Don't put your hand down, instead use your elbows. Can you do a forward roll from this position?

16. Can you do a forward roll up to one foot?

17. This time I would like to see you do that forward roll again but when you come to your feet have them crossed.

18. Do the forward roll with feet crossed, only this time uncross them by turning half way around.

19. The opposite of the forward roll is the backward roll. If we can roll forward we should be able to roll backward. Squat down like that baseball catcher again. Put your hands, with fingers together, in back of your neck and try to touch your head to your knees. Now roll back, and kick your feet.

20. Can you do the backward roll and land on both knees?

21. Can you do the backward roll and come way up to your feet so that you are in standing position?

22. Do the forward roll with your feet crossed, when you come up to your feet turn, and then do a backward roll.

23. This time let's start with the backward roll. When I say "go" do a backward roll to your feet, then do a forward roll to your feet.

24. Can you do 3 forward rolls in a row without going off the mat?

25. Can you do 3 backward rolls in a row without going off the mat?

26. I have something I would like to have you try. It is called the coffee grinder. Put your right hand on the floor and turn so that only the right side of your body is facing the floor. Put all your weight on your hands and feet. Now turn in a circle with your hand staying where it is at and only your feet moving.

27. Count as you do the coffee grinder to see how long you can stay turning.

28. Who can do a cartwheel? Cartwheels are fun. When we do one the only part of our body that touches are our hands and feet. Let's start by seeing how long we can stand on our hands and keep our legs in the air.

29. Can you take a run, landing on your hands with your legs in the air?

30. A cartwheel must be done in a straight line. Look at the mat and find a straight line. Your hand goes down first, and then your feet, so it should be R hand, L hand, R foot, L foot. Try it out, looks like a windmill.

31. Can you do a forward roll, a backward roll and a cartwheel without stopping?

SUPPLEMENTS IN THE AREA OF

SPATIAL AWARENESS

When it becomes apparent that the student can not satisfactorily perform at the question level he is on, the instructor should not skip that question and go on to the next. Rather,he should bring in related or supplementary material that could help the student perform successfully. This supplement, besides giving old material a new look, provides an excellent deviation from the routine.

In the following pages you will find material which contains games and activities in the area of spatial awareness. Use the game or supplement that directly relates to the area your student is on.

Supplement to Spatial Awareness

REVERSALS

Subject: A method of correction for children seven (7) years old or above who write or print letters and/or number backwards.

Props: Jump ropes; Wands

Theory/Method: Based upon the fact that anything learned mentally only is readily forgotten unless used consistently.

Example: History facts--foreign language. Things learned neuromuscularly and mentally, simultaneously, are always retained; i.e....typing, piano playing.

Procedure:B D E F G J K L N P R S Z - 2 3 4 5 6 7 9

The above letters and numbers can be reversed. Establish the correct position of these first by the child's "feeling" his body placed on the floor in the letter or number form. This can be done by two and three children working together.

When they accomplish this with no errors, then let them begin to replace part of the letter with a wand or a rope, the rest with the body. This begins to establish the concept objectively, thus transferring the mental image of the shape to a method of reproducing it with materials.

Next - letters made with props only. This gives them a total objective approach. Now the child is able to produce a mental image of the letter without the "subjective" feeling and is able to go from the horizontal placement to vertical.

At this point, a large sheet of paper is taped on the wall. Child has a magic marker and is asked to print specific letters, named by teacher, one at a time, on the paper. There are no lines at first. Later, add wide lines, then narrower, then progress child to sheet of typing size paper on a horizontal plane. (I ask them to stand at front edge of stage.)

Finally, give them primary paper and dictate words that include reversable letters such as BABY, DOLL, KICK, PASS, COOK, HOPE, ZEBRA, etc....

The teacher spells each word as she dictates it so that the child is not worried about spelling per se, but only letter formation which is the problem at hand.

Supplement to Spatial Awareness

ACTIVITY: Parachute

OBJECTIVE: The children will learn to make judgements as to space using the parachute.

CONCEPT: A moving object changes its space as it moves; children must evaluate changes in space.

MATERIAL: One parachute to every 20-25 students depending on size of the parachute

AREA: Gym or outside area

To the instructor: The parachute should be laid out in the form of a circle, on the floor or ground, before the students take hold. Establish a system so that all students lift at the same time. 1-2-3 lift, lifting on 3 is an example.

ACTIVITIES:

1. Give each child a number around the parachute, Call out two numbers and have them change spots by going under the parachute.
2. Call all even or odd numbers to change positions.
3. Do addition or subtraction: example - I want to make 5, what numbers add to 5.
4. Give letter to each child and spell words: example - I want to spell cat, will the letters in the word cat change places.
5. Moving to music: Work out a routine to the students favorite music.
6. Balls on the parachute: Many different games can be played with ball being lifted up by the parachute.

Supplement to Spatial Awareness

GAMES

To the instructor: These games and others can and should be used from time to time. They serve a dual purpose inasmuch as to provide good basis for spatial awareness and as well as a relaxed, fun activity. Observe the children while they play the games and relate what you see to the question area.

1. Running through the boxes

Place a line of about 12 to 14 cardboard boxes (secured from a supermarket) in a line down the center of a line of mats in the gym. There should be about 8 inches between them. Children start at one end, running through them, placing one foot in each box as they go.

2. Jump the shot

The players stand in a single circle, facing center, with the one in the center holding a rope with tennis shoe or bean bag on the end. The center player swings the rope to describe a large circle on the floor, with sufficient length of rope to place the bag in line with the feet of those in the circle. The players attempt to jump over the rope as it passes beneath their feet. When the rope touches a player, a point is scored against that player. Do not eliminate on the first miss, but allow three misses before a player is out of the game. This can be used as an exercise game by allowing the player who misses to lead the class in an exercise.

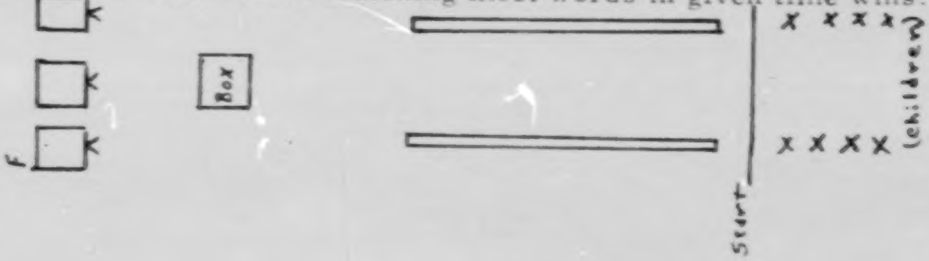
3. Tunnel

Twelve large cartons were obtained from a furniture store. These particular boxes were floor lamp containers and are about 50 inches long and about 20 inches wide. These were laid end to end along the gym floor making a tunnel. The children love to start at one end and creep through the tunnel. Chairs can also be used to make a tunnel.

4. Matching balance game

Combine word identification and balance beam work. Two lines or teams. Balance beams in front of each team, at one end of gym. At other end of gym, three chairs side by side with a larger felt board on the center one and smaller ones on each of the others. On floor, in front of center chair is a box containing half-circles of felt on which are written words frequently confused by children in reading, such as hat, sat, on, no, which, witch, was, saw, etc.

First player walks the balance beam to the end, steps off, cross-pattern walks to the box, takes a half circle and places it on the center board, then cross-pattern walks back to the rear of his line, relay fashion. Next player goes in like manner and does same. Soon two halves of felt circles bearing the same word will appear on the center board. At this time, if the player there sees it, he may take the two halves and place them together, making a circle on the smaller felt board on his team's chair. Team matching most words in given time wins.



5. Bird Catcher

Formation: Four spaces are designated as "nests"; one child is chosen to be "bird catcher". The group is divided into robins, sparrows, and blue jays, and each group is sent to a nest. There is, of course, one empty nest.

Action: The bird catcher says, "Robins fly" and each robin must fly to the empty next before he is caught by the bird catcher. This continues until all of the birds are caught in flight. There could be many variations of this: witch and goblins, cat and mice, Easter Bunny and eggs, etc.

6. Cat and Rat

Playroom or playground

No equipment

Formation: Children clasp hands in a single circle, with the exception of the rat, who stands inside the circle and the cat, who is outside.

Action: The rat calls out, "I'm the rat, catch me if you can." That is the signal for the cat to try catching the rat. The rat evades the cat by running in and out of the circle. Players may assist the rat or cat by raising or lowering arms to let one or the other in or out of the circle. After the cat catches the rat, each chooses a new child to take his place and the game continues in the same manner.

7. Fox and Squirrel

Equipment: 8 inch ball, bean bag

Action: The Fox (ball) is held in circle opposite Squirrel (bean bag). On signal, "go" both objects are started around the circle, the Fox trying to catch the Squirrel. The Fox may change direction at any time. The Squirrel must change direction only to avoid being caught.

8. Call Ball

Formation: Players form a circle facing the center.

Action: A leader, standing in the center of the circle, tosses the ball straight up in the air and calls the name of a player. The player called must run forward and catch the ball before it bounces twice. If he succeeds he may be leader. If he fails, the same leader calls another name. After the players become more skillful at throwing the ball straight up in the air, the player called should be required to catch the ball before it bounces.

9. Jump the stream

Gym or classroom

Equipment: Two long ropes

1. Place two long ropes side by side but varying the distance they are apart.
2. Tell the children to jump the stream.
3. You will find it is self-motivating in that the children try to jump at a spot wider than their previous successful jump.
4. If a child is reluctant to jump, challenge him.

10. Slide between

Gym or classroom

Equipment: none

1. The children take a short run and slide like a baseball player.
2. They can slide through another child's open legs (standing position).
3. Slide under a table or chair or other equipment.

Supplement to Spatial Awareness

Quiet Games

1. Tall Game

I'm as tall a I can be.
I'm as tall as the sky.
I'll touch the stars up in the sky,
And push the clouds that are so high,
And then I'll sleep.

Better relaxation is obtained by having children act out words.

2. Trees in the Wind

I'm a tree in the woods;
I sway in the wind.
My hands are the leaves;
They fall from the tree.
How softly they float from
The top of the trees.
Around and around
Down to the ground.

As the teacher reads the poem, the children sway their arms loosely; as the leaves fall to the ground, they drop slowly to the floor and lie in a relaxed position.

3. The Ladder

Let us climb the ladder.
Do not fall!
'Til we reach at last the steeple tall.
Then climb back down and turn around
And quiet be.

Have children follow the directions as the poem is read.

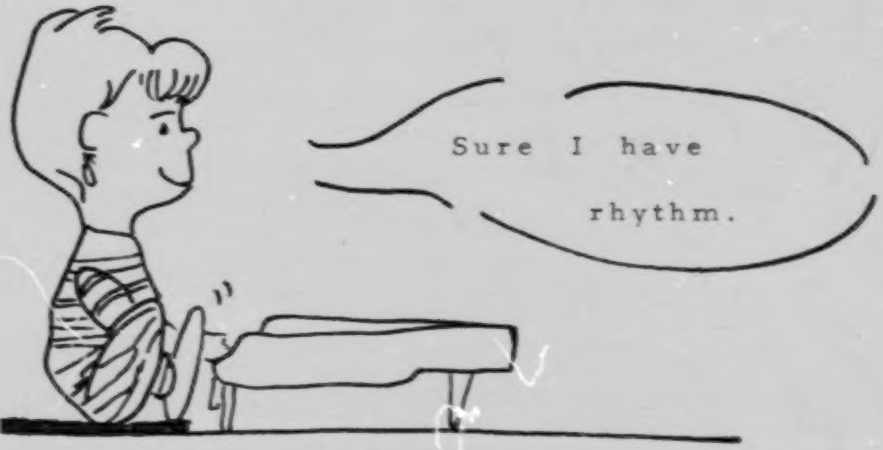
4. What Is It?

(beckon to group)
Come along--be quiet as a mouse.
I've hidden something somewhere in this house!
It's big and round, and red as can be
When you have found it, tiptoe to me.

Describe any article in the room. Let them whisper their answer.

Area V

TEMPORAL AWARENESS


Sure I have rhythm.

Temporal Awareness

Temporal awareness,as used in this project,is the movement between two points in space. This then is concerned directly with time. One period of time differs from another by the movement and events which take place in that period. The nature of those events may influence the estimate of duration. Activities which are difficult are often overestimated while pleasure events seem shorter.

Pre-school children divide their day in time as follows: breakfast, lunch, nap, dinner, and bedtime. They also divide their year into birthdays, Christmas, Easter and special events. As the child grows in mental and physical knowledge, his time or temporal awareness becomes more complex. Smaller units of time are used such as the time it takes them to go to a certain place or the time it takes to do a certain thing. As the child becomes more complex in his behavior he learns more about evaluating time. He learns how much activity can occur in a particular time span.

There are four domains of time. These are: 1) Physiologic time (internal time of body development); 2) Physical time (traditionally units, seconds, minutes, hours, etc.); 3) Milieu time (time used in a specified period, such as in infancy); 4) Cognitive time (process information).

Cognitive time is probably the most complex of the four domains. Only in the domain of cognitive time can a child recall past events. It is only in the memory of man that time can be repeated. The activities used in the area of temporal awareness are those in the domain of cognitive time. The child recalls past experiences, by use of memory, and adds additional data to develop his tempo. This is done by the use of such instruments as the metronome. By using a metronome the child can be taught timing and rhythm through perceptual motor events. If we think of the processing of information like this; (1) input, (2) put-put which include discrimination, conceptualization, visualization, and (3) output, the metronome is to pace the put-put in order to get immediacy of feedback.

ACTIVITY: Movement in temporal awareness

OBJECTIVE: When asked a question, each child will be able to move a body part with appropriate tempo or rhythm.

CONCEPTS: Body movement must be controlled. To do this the child must develop a sense of rhythm within himself. Outside feeling or emotions do have an effect on the rhythm pattern and the child should be able to see and feel the changes as they occur.

MATERIALS: Drum or sticks to hit together

AREA: Gym or large classroom

To the instructor: There is a tempo in everyone's walk, skip and run. The following question will help the child develop a smooth and even tempo, which the child's feet and other body parts will develop when asking the questions. Go to the next question only if a rhythm or smoothness is present.

1. Walk very slowly; you are very tired.
2. You are an old man, walk like an old man.
3. Walk slowly as if you were walking up a mountain.
4. Run down the other side of the mountain.
5. Now you are carrying a heavy load, walk that way.
6. You are walking on ice (grass, wood, sand). Walk so that you will not fall.
7. Walk like any animal you choose. I will try to guess what you are.
8. You are in a hurry; walk quickly.
9. Who can walk quickly? Quietly?
10. While walking, change directions on the signal.
11. Can you change directions but remain facing the same direction?
12. Feel angry while you are walking. (happy, etc.)
13. Show me how a person walks on a rainy day.
14. How would you walk if you were facing a strong wind?
15. How would you walk if you had the wind at your back?
16. Can you take a step each time you hear my hands clap (or the drum beat)? Change from slow to fast and back to slow.
17. Can you jump each time you hear my hands clap (or the drum beat)?

18. Hop on your left foot each time you hear the beat.

19. Hop on your right foot to each beat.

20. Hop with both feet on the beat.

21. Start walking very slowly. When I say "Change speed" go a little faster. When I say change speed go faster still. Do this until you reach your fastest speed.

Temporal Awareness

ACTIVITY: Marching

OBJECTIVE: To help children learn to march while keeping body erect, using cross lateral movements of the arms and legs.

CONCEPTS: Marching gives the children an opportunity to practice cross lateral movements which help them develop coordination of arms and legs, while following a tempo or beat.

MATERIALS: Record player, record of a march, wands

AREA: Gym or classroom

To the instructor: Have the record player and a slow march ready before the class arrives. Have the children sit in a circle. Give the lead up questions when you have their attention. The stopping or starting is controlled by the playing of the march.

Have you ever seen a parade? Did you hear the bands playing? Let's listen to some parade music. (put on record of march) As the music is playing ask the first question.

1. Let's pretend our hands are marching to the music.

2. Can you clap the rhythm with our hands to the music? (Have the children stand. "Watch me while I alternate my feet while marching." Be sure to count right, left, right, left, facing the same direction as the students.

3. Can you march with your feet without moving from your spot? This is called marching in place.

4. Our hands help us march, they swing forward and backward as our feet go up and down. Can you use your hands and arms to help you march?

5. Let's have this half (point with hand) march around the room in single file, the rest of us will clap to the rhythm.

6. Now we will trade and the other half can march while the first half claps.

7. Can you swing your left arm as you step with your right leg?

8. Gan you swing your right arm with your left leg?

9. Let's march with our hands on our hips.

10. Can you march stepping very high with your feet?

11. March backwards. (The child may have his head turned to look where he is going.)

12. Can you march on your tiptoes?

13. I am now going to change the speed of the march. I want to see if you can march to the beat or rhythm now.

14. (pass out wands) Can you march with this wand, pretending it is a gun and you are in the army?

15. Let's play follow the leader. You must do whatever the leader does.

16. Can you march two by two?

17. Can you march with two other partners?

18. Can you march with four other people?

19. What special thing can you do while marching?

Temporal Awareness

ACTIVITY: Metronomic Pacing Sequence

OBJECTIVE: Given a beat from the metronome, the child will be able to recognize that beat and move a part of his body to it, or toward another object.

CONCEPTS: The metronome establishes a steady auditory beat which the child can hear. He must then coordinate his activity with the beat. Everything that is done has a beat or rhythm. This will help the child establish a reading rhythm in the classroom.

MATERIALS: Metronome, mat

AREA: Gym or classroom where outside noise is at a minimum.

To the instructor: In the following activities the child is lying on a mat with a metronome near the head area. The metronome is set for 40 beats per minute. The speed may be increased if the activities are done at the regular speed first. The instructor must locate himself by the child and be sure to keep in time with the metronome while asking questions.

Head area

1. Can you blink both eyes together on the beat? Your eyes should be open during the intervals between beats and closed on the beat.
2. Now let me see if you can do it with only your right eye. (Left eye is held open.)
3. How about the left eye, can it blink to the beat?
4. I have a harder question for you this time. I would like to see you first blink the right eye to the beat, and then the left eye to the beat. Be careful that both eyes do not blink together.
5. Twitch your nose to the beat of the metronome.
6. Can you stick your tongue out on the beat and pull it back after the beat?
7. Now I would like you to stick your tongue out and leave it out, and this time when you hear the beat move it first to the right and on the beat to the left.
8. Can you roll your head toward the right shoulder on the beat and return to the middle on the next beat?
9. From the middle or with your head straight, roll your head to the left and return to the middle on the beat.
10. Can you now roll your head from right to left on each beat? Do not stop in the middle this time.

Shoulder, Hand and Arm Area

1. Can you roll both shoulders together up and forward without lifting your head or trunk? Do it when you hear the beat.

12. Do the same thing only with the left shoulder.

13. Now try it with the right shoulder. Don't forget to do it to the beat.

14. Can you roll first one shoulder then the other to the beat?

15. Extend both arms at a forty-five degree angle. Can you put them down on the mat on the beat and up again on the next beat?

16. Let's try it with just the right hand, up and down on the beat. The left hand should remain quiet.

17. Extend the left hand to a forty-five degree angle and go up on the beat and down on the next beat.

18. Put your right arm at the angle of 45 degrees, the left arm should be at your side. On the beat of the metronome drop the right arm and raise the left. On the next beat drop the left and raise the right. Repeat until I say stop.

Pelvic girdle

19. Keep your heels, head and hands in contact with the mat. Arch your back so that your bottom is off the mat. Can you go up and down on the beat? (You can also turn right and left when up.)

Leg area

20. Put your hand flat on the mat. Legs straight out, when I say go slide both your heels up to your bottom.

21. Now that you have done it with your feet together, can you do it with your right leg?

22. Now let's try it with your left leg, remember to slide on the heel until it touches your bottom.

23. Start with the right leg and slide on the heel until it touches, then use the left leg and take turns touching. Be sure you keep in time with the metronome.

24. When I say go I would like you to raise your left leg 6 inches in the air. Keep the right leg flat on the mat. Raise up on one beat and down on the next.

25. Can you do the same thing with the right leg?

26. I would now like you to change legs on each beat. (R -up, R- down; L -up, L-down.)

Hands

27. Hold your hands next to your body with the thumbs in, on "go" turn them outward with the beat. On the next beat turn them back in.

28. With your thumbs pointed in toward you and hand flat on the mat, I would like you to raise your hands off the mat, but you can not move your wrist.

29. Palms down, make your hand into a fist, squeeze hard. When you hear the beat open you hand; on the next beat close them. Open-close-open-close.

30. Point your thumbs in, on "go" lift your thumbs off the mat. Return them back to the mat on the next beat.

Temporal Awareness

ACTIVITY: Suspendable Ball Activities

OBJECTIVE: By answering the following questions physically the child will grow in temporal awareness and in eye-hand and eye-foot coordination.

CONCEPT: The suspendable ball is a pendulum, and its swing through space has a perfect rhythm. In order for the child to track the ball as it moves through space he must master the rhythm of the swing or the time of the swing.

MATERIALS: Tether ball, jump rope, wiffle ball (the size of a softball) and eye patch.

AREA: Gym or classroom outside play area may be used.

To the instructor: All the activities using the suspendable ball can be done monocularly, using one eye at a time or binocularly, using both eyes at the same time. We will use a tether ball for the following activities.

Binocularly (both eyes)

1. Stand facing the ball, please. Bat the ball about any way you want, but keep the ball under control all the time.

2. Can you hit the ball with a fist? Keep it under control.

3. Open your hand and hit the ball with the palm of your hand.

4. I see you have been using your ___________ hand, can you use both hands changing hands every time you hit the ball?

5. Hit the ball with your left hand only, five times in a row.

6. Hit the ball with your right hand only. Keep it under control and follow it with your eyes, five times in a row.

7. This time I will call right and left. If I say right, I want you to touch it with your right hand. If I say left, I want you to touch it with your left hand. (The closer the ball is to the child when you call out what hand to use, the faster he must think.)

8. Clasp the hands together behind the head. Hit the ball with the elbows. Remember to keep it under control.

9. Can you hit the ball with your hips?

10. Hit the ball with your knees.

11. Instructor: Lower the ball to a point where it can be easily kicked. Use questions 5, 6, and 7 over only change hit or bat to kick.

12. To the instructor: We will repeat questions, 5, 6, and 7, only this time using only one eye (monocularly). Put a blindfold over the left eye first.

13. We will repeat questions 5, 6, 7 using a blindfold to cover the right eye.

Suspendable ball and bat used in the following activity: The instructor swings the ball at the end of a rope, while the student uses the bat. Swing slowly at first and increase the speed as the child increases in his ability to hit the ball. In activities 14-18 use a tether ball on a ten foot rope. In question 19 tie a wiffle ball the size of a softball onto the rope.

14. I want you just to look at the ball while I swing it. Keep your eyes on the ball all the time.

15. This time as I swing the rope and ball, tell me when you would hit the ball by saying NOW. Keep your eyes on the ball all the time.

16. Pick up the bat. If you are right-handed put your right hand on top of the left and if you are left-handed put your left hand on top. Do not swing the bat, but hold it out so that the ball will bump into it. Are you ready? (When the child can do this without any trouble and can hit five out of five, move to the next question.)

17. Now I would like to see you swing the bat without the ball moving. (Check to see that the swing is level and that the child does not swing hard. (Tell him just to meet the ball.)

18. Can you hit the ball as it moves around in a circle? Let the ball go around a couple of times so that it is easy to hit. (Try to swing the rope and ball so that it is waist high. Work at this until he can hit ten out of ten.)

19. You have shown me that you can hit the ball well. Now I would like to change balls. (Have a smaller ball ready. This is the wiffle ball on a ten foot rope. The first thing I would like to have you do is just to watch the ball as it swings around. (Swing the ball.)

20. Do you think you can hit it? (verbal answer). Let's try bumping the ball first. Just stick out your bat and let the ball hit it. (After five out of five hits, move to the next question.)

21. Swing the bat and hit the ball. Keep your eyes on the ball all the time. Wait until the ball comes as high as your middle. (Try for ten hits in ten swings.)

22. I am going to throw high and low and you may hit the ball whenever you want.

23. This time I will throw both high and low. When you hit the ball say high if the ball is high, or low if the ball is low or middle if the ball is in the middle.

SUPPLEMENTS IN THE AREA OF TEMPORAL AWARENESS

When it becomes apparent that the student can not satisfactorily perform at the question level he is on, the instructor should not skip that question and go on to the next. Rather, he should bring in related or supplementary material that could help the student perform successfully. This supplement, besides giving old material a new look, provides an excellent deviation from the routine.

In the following pages you will find material which contains games and activities in the area of temporal awareness. Use the game or supplement that directly relates to the area your student is on.

Supplement to Temporal Awareness

ACTIVITY: Records and tapes to develop temporal awareness

OBJECTIVE: The child will develop an understanding of tempo through music.

CONCEPTS: A child can express himself through action, words and feeling that music can bring out.

MATERIALS: Records by Hap Palmer or others on movement exploration. (see materials list for names of records.)

AREA: Gym or classroom

To the instructor: Modern records and music offer a new and exciting approach to teaching motor-perception. They present concepts in color, feeling, space, right-left, shapes, body parts and many other areas, and do it in a pleasant. and enjoyable manner.

How To Use Music:

1. Make the music fit the activity.
2. Play the music for yourself before class.
3. Plan your introduction of music to be used.
4. Play the music for the children to listen to.
5. Go over the actions in the song.
6. Have the children do the song with you as leader.
7. The children should then be able to do it by themselves.

Supplement to Temporal Awareness

ACTIVITY: Walk-on number line

OBJECTIVE: Each child will learn mathematical concepts through the use of the walk-on number line.

CONCEPTS:

(1) To introduce and develop an understanding of number 1 through 10 and 1 through 20.
(2) To teach rote counting
(3) To teach rational counting and recognition of cardinals.
(4) To teach skip counting and counting by 2's.
(5) To develop an understanding of basic addition and subtraction.

MATERIALS: Walk-on number line. (If you do not want to buy one you can make it by using an old window shade and numbering it from one to ten, or one to twenty. The numbers are one foot apart.)

AREA: Any smooth area inside or outside.

To the instructor: Tape the number line to the floor so that it does not slip. It may be left so that the children can use it independently during activity period or free play.

Activities

1. Use of number songs of counting and recognition. Begin rote counting by using several number songs, such as "Ten Little Indians", or number poems such as "One, Two, Buckle My Shoe". Have the children step on the numeral as they sing or recite them, or have 10 children standing beside the number line and step onto the appropriate number.

2. Counting by 2's or skip counting. Have children step on the even numbers, as they skip count from 2 to 10 by stepping on every other line. This procedure can also be used to show skip counting with odd numbers.

3. Introducing ordinals. Have a child stand on the number 1, then have another child stand on the number 2. Have the children identify who is "first" on the number line and on which number he is standing. Then go to who is "second" and so on.

4. Addition and subtraction facts. Addition may be illustrated by having the children stand on the lines to represent the addends. In the example 3 + 2 = ? have the three children stand on the first three numerals of the number line as the class counts them. Have two more children stand on the next two lines. Count how many we have now. The same procedure can be followed for subtraction.

Supplement to Temporal Awareness

ACTIVITY: Rhythmic Games

OBJECTIVE: Each child will be able to recognize a beat and move a part of the body to that beat.

CONCEPTS: It is a well-known fact that a child must be an active participant in the learning situation as he acquires knowledge and learns to accept responsibility for the learning. Through rhythms the child will use his intelligence in directing the movement with sound and speech.

MATERIALS: None or any type of instrument that you want. Records

AREA: Gym or large classroom

To the instructor: Rhythms can be done with the piano or phonograph accompaniment. They also can be done without music. An underlying beat may be set by using a tom-tom, any homemade percussion instrument or just a ruler or stick. Ask the children to clap with you. Ask them what the sound suggests to them in terms of movements. They will want to walk or run depending on the beat. You can clap or walk to the children's names. This also is a good way to begin the teaching of syllabication.

Activities Children Like to Begin With

Some locomotor movements
Even ("smooth") beat
Walk
Run
Jump
Hop
Leap
And others

Uneven ("bumpy") beat
Gallop
Skip
Slide
And others

Some non-locomotor movements
Bending and stretching
Swinging and swaying
Pushing and pulling

Bouncing and springing
Striking and dodging
Rising and falling
and others

Rhythmic Games

How D'Ye Do, My Partner?

Formation: Double circle, Partners facing
Verse: Girls bow to partners. Sing:
"How do'ye do, my partner?"
Boys bow to partners. Sing:
"How d'ye do today?"
Partners join right hands. Sing:
"Will you skip in the circle?"
Partners join left hands. Sing:
"I will show you the way."
Chorus: Skip around circle with partners singing:
"Tra, la, la etc."

Statues

Children skip or dance to music deciding what they will "be" when the music stops. They then "freeze" into positions, which provide good conversation upon inquiry.

Supplement to Temporal Awareness

Skip to My Lou

Formation: Skip around circle with a designated partner.

1. Form circle facing center.
Girls skip into circle, skip out backward.
Boys skip into circle, skip out backward.
Girls skip into circle, skip out backward.
ALWAYS--face partner and clap (skip to my lou my darling)at end of every verse.
OR-double circle, facing counter-clockwise, formed by partners with hands joined. An extra player stands inside circle. Skip around the circle. Extra player looks around for a partner. Circle players stop. Extra player takes a partner from the circle. The one whose partner is taken goes inside the circle for repetition of song.

King Of France

Formation: The players stand in two rows facing each other. Each group has a leader who stands in the center and represents a king leading his army.

Action: The game is a simple one of imitation, in which the players perform together some action first indicated by one of the leaders.

The leaders of the two groups take turns in singing the verse, at the same time marching forward during the first line of the verse, and back again to their places during the second line, illustrating the action that is then to be taken by all. The verse is then sung by both groups who advance toward each other and then retreat performing the movements indicated by the leaders. The movements illustrated by the leaders may be anything suitable to an army of men, the words describing the movement being substituted for the line, "Marched up the hill".

> Thus: The King of France with forty thousand men
> (waved his flag) and then marched down again.

The following variations may be used, each of which indicate the movements to go with it:

Give a salute, etc
Beat his drum.
Blew his horn.
Drew his sword.
Aimed his gun.
Fired his gun.
Shouldered his arms.
Pranced on his horse.

Materials for the Motor Perception Instructors

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Barsch, Ray	(1967) Achieving Perceptual Motor Efficiency A Space Oriented Approach to Learning Special Child Publications Seattle, Washington
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Cratty, Bryant	(1964) Developmental Sequences of Perceptual Motor Tasks Educational Activities Freeport, L.I. New York
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Frostig, Marianne	(1966) The Frostig Program for the Development of Visual Perception Follette Publishing Company Chicago, Illinois
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N. Kephart
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Madison, Wisconsin

Ryser, Otto E.
A Teacher's Manual for Tumbling and Apparatus Stunts
Wm. C. Brown Co.
135 South Locust Street
Dubuque, Iowa 52003

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(1967) Movement Exploration for Children: Curriculum and Methods for Elementary School Physical Education
Appleton-Century-Crofts
New York

Winter Haven
L.D. Research Foundation
(1967) A Perceptual Testing and Training for First Grade Teachers
Winter Haven Lions' Club
Winter Haven, Floriad

Records or Tapes:

Hap Palmer
1. Getting to Know Myself
2. Learning Basic Skill Through Music
3. Mod Marches
4. Learning Basic Skill #2
Educational Activities, Inc.
Freeport, L.I. New York

Linda Williams
Donna Wemple
Sensorimotor Training In the Classroom
Educational Activities, Inc.
Freeport, L.I. New York

Project Success
Equipment Inventory

Name	No.	Muscular Strength	Dynamic Balance	Body Awareness	Spatial Awareness	Temporal Awareness	Test Items
Carts	30	x					
Harmon jump board	2	x					
Bean bags	12	x	x	x	x		x
Pressure board	1	x					x
Slanted walking rail	1		x				
Jump ropes	30	x	x	x	x	x	x
Balance beam	2		x				
Wands or Batons	30		x			x	x
Balance Square	1		x				
Foot placement ladder	1			x			
Mini trampolines	2			x			
8 1/2" balls	6				x		x
16" balls	6				x		
5" balls	6				x		
4' x 8' mats	4	x	x	x	x	x	x
Record player	1					x	
March records	alb.					x	
Metronome	1					x	x
Tether ball	1					x	
Wiffle-ball, bat	1					x	
Super Mini gym	1						x
Ball rack	1			x	x		x
Peg boards	1	x					
Jump balls	2	x					
Nylong ball bags	2	x			x	x	x
Walk-on numberline	1					x	
Rhythmic records	albs.					x	
Tug-of-war rope	1	x					
10" bench	1	x					
Chalkboard	1	x	x	x	x	x	
Bulletin board	1	x	x	x	x	x	
Drum sticks, drum	1					x	
Boxes		x	x	x	x	x	
Stopwatch	1	x					
Climbing rope	1	x					
Parachute					x		

PROGRESS CHARTS

OF________________________

PROGRESS CHARTS

To help make our progress a truly individualized program, we have devised charts to record the childs progress. These hierarchy charts are kept on each child and show, as a glance, where the child is, and the area in which he or she is having trouble. If the child can achieve well in one area, little time need be spent there. When dated the charts tell the length of time it took the child to complete the activity.

PROJECT SUCCESS

MUSCULAR STRENGTH CHART

Name ____________________

Date started ____________________

Date completed ____________________

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Peg Boards																																																		
Bridges																																																		
Super Charge Two Carts																																																		
Single Cart																																																		
Jump Board																																																		
Pressure Board																																																		

Notes

PROJECT SUCCESS

DYNAMIC BALANCE CHART

Date started____________________

Name______________________________

Date completed____________________

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Locomotor Activities																																								
Slanted Walking Rail																																								
Batons																																								
Rocking Board																																								

Notes

PROJECT SUCCESS

BODY AWARENESS CHART

Date started____________________

Name________________________ Date completed__________________

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Body Parts																																																		
Stepping Stones																																																		
Trampoline																																																		
Animal Walks																																																		
Single Rope																																																		
Long Rope																																																		

Notes

PROJECT SUCCESS

SPATIAL AWARENESS CHART

Date started____________________

Name____________________________

Date completed____________________

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Stunts Tumbling																																								
Non-Locomotor																																								
Locomotor Movement																																								
Ball Handling																																								
Bean Bag																																								

Notes

PROJECT SUCCESS

TEMPORAL AWARENESS CHART

Date started____________________

Name______________________________

Date completed____________________

Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Movement Activity																																								
Marching																																								
Metronomic Pacing Sequence																																								
Suspendable Ball																																								

Notes

PROJECT SUCCESS

KINDERGARTEN
MOTOR PERCEPTION
PROGRAM

Written By

PAUL EATON

Edited By

DON KOENIG

INTRODUCTION

The "Project Success" Kindergarten Motor Perception program was built on activities that the children would enjoy and would further their motor development.

Three Kindergarten classes and a total of sixty-three children were included in the program. Each of the three classes had daily Physical Education. The class periods were twenty minutes in length. Physical Education for the morning class was held in the classroom. There was a multi-purpose room available for the two afternoon classes.

High school and college students served as aides. At least one and usually three were available to assist with each class.

Due to the daily classes and frequent motor testing, it was easy to follow each child's progress through the year.

The Kindergarten motor-perception program furthered the motor-development of the children. Through the successful learning of basic motor skills, the Kindergarten children also developed a high degree of self confidence.

Kindergarten is an ideal place to teach basic motor skills. The five or six year old child is capable of learning and also very interested in learning developmental motor activities.

The "Project Success" motor-perception staff began the Kindergarten program with the attitude that, since they did not know the motor capabilities of Kindergarten children, the children could show them what they could and could not perform.

All the children were given an individual Pre-test in September and Post-test in May. Basic motor skills were tested at various intervals throughout the school year.

The test results were used to evaluate the progress that each student had made and to determine what future motor activities would be most beneficial according to the needs of each child.

INTRODUCTION (cont.)

All the testing was done in the same form. A question was asked and each child was given one opportunity to answer the question.

CLASS ORGANIZATION HINTS

To organize the class, have the children form a circle. Use marking tape to construct a broken-line circle with a distance of three feet between lines. There is to be one line for each child. When the children come into the room, ask each of them to find a line to stand behind.

Once in the circle, the instructor introduces himself and the aides. Then each of the children are asked to tell their names. In future class periods, this would be the time used to give the instructions necessary for each day's class.

Explain the value of exercises.

Teach the jumping-jack exercise.

Use the two count jumping jack. To explain the exercise, describe the "one" count as the "spaceship" position (hands together above head and feet apart) and the "two" count as the "together" position (hands at sides and feet together).

To find out if all the children have a basic understanding of the exercise, have them lie on their backs on the floor and go to the "spaceship" position on the count of "one" and to the "together" position on the count of "two".

As soon as all of the children have the general idea, have them stand up. For the first two weeks, the instructor is to be the leader for jumping jacks. The only person to be talking during the exercises is the leader.

Explain that in two weeks one of them would be selected to be the leader. The children are usually very exact in their performance. Stress the importance of following the instructions of the leader. Ask them to clap their hands above their heads on the "one" count and to clap their hands to their sides on the "two" count. One set of five jumping jacks each class period is sufficient.

INTRODUCTION (cont.)

After exercises, the class is divided into four groups. There will be five or six children and one instructor or aide in each group. The children remain in these groups for the first week. To help the children remember their groups, call them by animal names. The four groups are: lions, elephants, bears, and horses.

Today, one group will practice shoe tying and the other three groups will practice on the balance beam.

Use of Kindergarten Guide

The Kindergarten guide is in the form of a daily lesson plan. There are two primary parts: the monthly calendar and the daily explanation sheet. Consult the monthly calendar first. If further explanation is needed, turn to that weeks explanation sheet for details. The weeks are numbered for quick reference, starting with the first week in September.

Check the lessons for the week in advance so that you may have the equipment needed before it is used.

If the following records are not in your library, order them now, so you will have them when the lesson plan calls for them. All are available from Educational Activities, Inc., Freeport, L.I., N.Y.

Musical Ball Skills
Sensorimotor Training In The Classroom
Getting To Know Myself
Mod Marches
Learning Basic Skills Through Music

Title Testing

The first two weeks of September were used to give the individual motor test. The test that was given to each of the 65 Kindergarten children is as follows:

It requires fifteen minutes to test each child. It was not difficult to get all the testing completed in two weeks. It was helpful to explain the test briefly to a group of children who were to be tested each day. This saves time because each child did not require a long explanation of the test. It also created some security for the children who were apprehensive about coming along into a new situation during their first days of school.

Project Success

for the S.L.D. Child

Kindergarten

MOTOR PERCEPTION ACTIVITIES

Name: ______________________________ Grade ______ Sex: M F
Last First Initial

Birth Date: __________ ______ ______ Pre-test date: ______________
Month Day Year

Post-test date: ______________

Pre-test height ________ Post-test height ________

Pre-test weight ________ Post-test weight ________

(Use different color ink when scoring post-test)

Hand, Eye, Foot choice

A.	Hand	R	L	What hand do they throw with?
B.	Eye	R	L	What eye do they use?
C.	Foot	R	L	What foot do they kick the ball with?

Area II DYNAMIC BALANCE

Part I Balance Beam Pre-test

Can he keep his eyes on the target directly in front of him at eye level and walk a 4" balance beam without falling off?

	yes	no
a. walking forward	___	___
b. walking backward	___	___

Can he balance for 5 seconds on the 2" side of the balance beam without falling off?

c. right foot vertical	___	___
d. left foot vertical	___	___

Area III BODY AWARENESS

Part I Identification of Body Parts Pre-test

Stand in front of the child while giving commands. Ask the child to touch his body part. If the body part is a pair he must touch each member of the pair. Write an "H" in the right margin if the child touches the body part correctly, but hesitates before doing so.

1.	touch your shoulders using both hands	yes	no
2.	touch your head	yes	no
3.	touch your eyes	yes	no
4.	touch your chin	yes	no
5.	touch the back of your neck	yes	no

Part I Pre-test (cont.)

6. touch your elbows yes no
7. touch your ankles yes no
8. touch your knees yes no
9. touch your littlest toes yes no
10. touch your heels yes no
11. touch your wrists yes no
12. touch your R hand to the R knee yes no
13. touch your L hand to your L ear yes no
14. touch your R hand to your L eye yes no
15. touch your L hand to your R ankle yes no
16. touch your toes, nose, ankles and knees yes no

1. Did not quickly touch the body part called for.

2. Did not touch both members of a pair.

3. He did not touch the described body part accurately, "feeling around" for it.

4. He did not have the proper sequence and carry out the question, without you repeating it more than once, or more than two trials.

Part II Angels-in-the-snow

To the instructor: This test is particularly useful in detecting problems in neuromuscular differentiation and specific problems with right and left sidedness. The child lies down on the mat and moves his arms and legs. A brief demonstration and practice session is desirable. Make sure the arms and legs are straight, fully extended, and in contact with the mat. Use a 4' by 8' mat that has been divided into four sections. One vertical line in the middle of the mat and one horizontal line two-thirds of the way from one end. The child should lie so that the middle of his body lies at the point at which the lines intersect. Child is to lie on his back.

Page 44 in the Purdue Perceptual-Motor Survey.

1. Move just this arm. (examiner points to the right arm.) Now move your arm back to your side. yes no

2. Move just this arm. (Point to left arm.) Move it back to your side. yes no

3. Move just this leg. (Point to right leg.) Move it back together. yes no

4. Move just this leg. (Point to left leg.) Move it back together. yes no

5. Move both arms. Now back. yes no

6. Move both legs. Now back. yes no

Purdue Perceptual-Motor Survey (cont.)

7. Move this arm and this leg. (Point to left arm and left leg.) Back. yes no

8. Move this arm and this leg. (Point to right arm and right leg.) Back. yes no

9. Move this arm and this leg. (Point to right arm and left leg.) Back. yes no

10. Move this arm and this leg. (Point to left arm and right leg.) Back. yes no

11. Move both arms and both legs together so that they open and close at the same time. yes no

Score

1. He can not visually identify the part to be moved.
2. The limbs aren't moved smoothly and decisively.
3. There is overflow into other limbs.
4. He can not make necessary corrections with only one repetition of instructions.

Area IV SPATIAL AWARENESS

Part I

Can he bounce the ball waist high with both hands, hitting within a 1' square, and catch the ball each time keeping his eyes on a fixation point, at eye level in front of him.

Part II

Play catch with the student, having him throw the 8 1/2" ball in the air to the instructor. The instructor then bounces it back. Throwing distance: Kindergarten-12'; 1st and 2nd-15'; 3rd and 4th grades-18'.

yes no

1. Does he throw consistently with the same arm? ___ ___
2. Can he throw the ball in the direction of the instructor, so that the instructor can catch it, keeping one foot stationary 3 out of 5 times. ___ ___
3. Does he keep his eyes on the instructor when he throws? ___ ___
4. Can he catch the ball after one bounce? 3 of 5 times ___ ___
5. Does he blink when attempting to catch the ball? ___ ___
6. Does he stop with the foot opposite the arm he throws? ___ ___

Area V TEMPORAL AWARENESS

Part I Jumping and Hopping

	yes	no
1. Can he jump over 15 inches keeping both feet together?	___	___
2. Can he jump 5 times within a 15" square without losing his balance? (Both feet)	___	___
3. Can he hop on the right foot within a 15" square without losing his balance?	___	___
4. Can he hop on the left foot within a 15" square without losing his balance?	___	___
5. Can he skip around you in a smooth manner?	___	___

Part II Metronome

1. Using a metronome, can he clap a steady beat?	___	___
2. Can he tap his left foot to the beat?	___	___
3. Can he tap his right foot to the beat?	___	___
4. Can he jump rope ten times with a short rope? Must jump off both feet and the jumping must be continuous.	___	___
5. Can he climb to the top of an 18' rope using hands and feet.	___	___

On Monday of the second week of school, the staff was ready to begin the Kindergarten motor-perception classes. On the following pages can be found a day-by-day acount of the program. Included are the methods and activities used, list of needed equipment, and test results. It is hoped that others may be able to profit from "Project Success" experiences and implement some of thes ideas with their children.

SEPTEMBER

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Pre-testing - Motor-Perception Test on page 15 min. per child	Pre-testing	Pre-testing	Pre-testing	Pre-testing
2	1. Exercise lead by instructor 2. Divide class into four Animal groups one group practices shoe tying - others on Balance Beam--forward, backward	Circle Formation Exercise Four Animal groups One new group on shoe tying - others on Balance Beam--forward, backward	Circle Formation Exercise - Jumping Jacks Four Animal groups Rotate new group to shoe tying - others on Balance Beam--forward, backward	Circle Formation Exercise Four Animal groups Last group to shoe tying - others Balance Beam--forward, backward	Circle Formation Exercise Four Animal groups All working on Balance Beam; student helpers for marking
3	1. Circle Formation Exercise lead by instructor 2. Four new groups, called flower names Balance Beam--forward, backward	Circle Formation Exercise Four Flower groups Balance Beam--forward, backward	Circle Formation Bring flowers that groups are named. Give that kind to each group. Balance Beam--forward, backward	Circle Formation Exercise as group Testing on Friday for forward, backward on Balance Beam - change fixation point. Balance Beam	Circle Formation Exercise Balance Beam testing One opportunity per child. Eyes on target. Walk forward and backward. Record
4	1. Circle Formation Exercise - student leader 2. Long Rope - Pretest Four new groups (insects)	Circle Formation Exercise Four groups Long Rope One Rope for each four children	Circle Formation Exercise Four groups Long Rope	Circle Formation Exercise Four groups Long Rope Show pictures of people jumping rope	Circle Formation Exercise Long Rope testing Each student to jump 10 times without a miss

WEEK ONE

MONDAY-FRIDAY

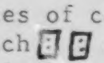
Pre-testing of Motor-Perception skills.

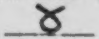
1. Find the Kindergarten Pre-test. Page 127.
2. Group instruction can be given.
3. Test each child by himself.
4. Record results, so that they may be compared after Post-testing in the Spring.

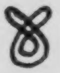
WEEK TWO

MONDAY Shoe tying is an important motor skill to teach kindergarten children. It becomes especially important in physical education because there are so many activities that require children to remove their shoes. (We try to teach the children a somewhat simplified method of shoe tying.) That method is explained below:

Tying shoes:

Materials: (for each child) 2 pieces of cardboard 2" by 4" with two holes punched in each  ; one piece of yarn approximately one yard in length. Lace the yarn through the cardboard to form "shoes".

Procedure:
1. Give each child a shoe
2. Have children pick up ends of yarn and cross them to form a bunny's head and ears. 
3. Put one "ear" through the bunny's head and pull. (first knot)
4. Pick up loops approximately 1/3 of the way from center on each string.
5. Cross loops to form bunny's head and ears again.
6. Put one ear through the bunny's head and pull. This completes the bow.



While the first group (the lions) practice shoe tying, the other three groups (the elephants, bears, and horses) will practice walking forward and backwards on the balance beam.

The children are to remove their shoes and socks for all balance beam activities. Animal pictures, corresponding to the animal name of each group, are taped to the wall at the students eye level. (We laminated the pictures that we use). There is one balance beam for each group. The walking surface of the beam is four inches wide.

The children are asked to keep their eyes on the animal pictures and walk forward and backwards. They are told to walk the beam putting one foot in front of the other. (We do not demand that they walk "heel and toe", however, we do not want them to slide their feet.)

TUESDAY Organize the class by forming the circle.

Do five jumping jacks with the instructor serving as the leader. Aides should look for and assist children who are having trouble with this exercise.

The class is split into four groups. The group that practiced tying shoes on Monday will begin working on the balance beam. One of the groups that worked on the balance beam Monday will practice tying.

WEDNESDAY Organize the class by forming the circle. The instructor will lead the class in five jumping jacks. Divide the class into the four groups. Rotate the groups so that another group will practice tying. The other three groups will work on the balance beams.

THURSDAY Organize the class by forming the circle.

The instructor leads the class in exercises.

The class is split into four groups. The group that has not practiced tying will work on tying today. The other three groups will continue to work on the balance beam.

FRIDAY Organize the class by forming the circle.

The instructor leads the class in exercises.

The class is split into the four groups. All four groups will practice walking forward and backwards on the beam. Each of the group leaders should make a list of the children in his group who have had trouble walking the balance beam.

WEEK THREE

MONDAY Split the class in four new groups. Name the groups after flowers. Use pictures of these flowers as the fixation points. Explain that they will remain in these groups for the remainder of the week. The children who are having trouble should be placed in smaller groups so that they will receive more practice. (We might have two groups of seven and two groups of four.)

Continue to practice walking forward and backwards.

TUESDAY Form the circle.

Explain to the children that tomorrow you will bring a bouquet containing each of the flowers.

WEDNESDAY Form the circle.

Show the class the bouquet of flowers. Let one child from each group come forward and identify his group's flower. Explain that if everyone works very hard on their balance beam activities you will let the class take the bouquet back to their teacher.

Exercises. Split into the four groups and practice walking forward and backwards.

THURSDAY Form the circle.

Tell the children that tomorrow they will be given just one chance to walk the beam and that we will write down the names of those who can do it without falling off.

Pictures can be used to create added interest and excitement. Colorful pictures of mountain ledges and a natural bridge can be used. The children are then asked to use their imaginations and pretend that they are walking on the narrow surfaces shown in the pictures. A circus picture showing the high wire would also be a good picture to use.

FRIDAY Give directions for the balance beam skills test.

Have the children sit in the circle. Put the balance beam in the center of the circle. Each child will receive one opportunity to walk the beam. Two skills are being tested:

1. Can they walk the beam forward?
2 Can they walk the beam backwards?

To pass the test they must keep their eyes on a fixation point as they walk. If they look down or fall off they have failed the test.

Extra help will be needed with those who did not pass. The children who have difficulty with balance have two similar characteristics. These characteristics are not found in all the children, but are common to many of them: 1. Their hands are held high 2. The muscles of the upper body are tense. A small number of children can not focus their eyes on the fixation point as they walk.

WEEK FOUR

MONDAY Pretest the children in the long rope. The test question is "Can you jump the long rope ten times?" Each child is given one chance to jump the rope. Have one 15 foot rope for each of the four groups.

If time permits, the class can be arranged into the four groups and begin practicing on the long rope.

TUESDAY Exercises--Begin doing two sets of five jumping jacks. Select one boy and one girl to serve as leaders.

Split into the four groups and practice on the long rope.

It is a good idea to bring the rope forward and back to touch the jumper's lower legs before you begin to turn the rope. This serves as a signal to get ready.

WEDNESDAY Exercises.

Split into the four groups and practice jumping the long rope.

THURSDAY Exercises.

Show the class pictures of people jumping rope.

Split into the four groups and practice jumping the long rope.

FRIDAY Form the circle.

Exercises.

Skills Test. Question: "Can you jump the long rope ten times in succession?"

OCTOBER

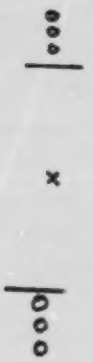
Week		Monday	Tuesday	Wednesday	Thursday	Friday
5	1.	Exercises New groups	Exercises	Exercises	Exercises	Exercises
	2.	Suspendable Ball Hit ball with right and left hands.	Suspendable Ball Hit the ball with right and left hand	Suspendable Ball Jumping over moving moving ball	Suspendable Ball Jumping over moving ball	Suspendable Ball Review Activities 1, 2, 3.
	3.	Activity 1-2	Activity 1-2	Activity 3	Activity 3	Ball or Balloon game
6	1.	Circle Formation Exercises	Exercises	Exercises	Exercises	Exercises
	2.	Four new groups (Name of occupations) Pre-test ball handling (see instructions) P. Record Scores	Show pictures of games played with balls Four groups Throw and catch distance of 12'	Spread formation One ball for each child Ball skills to music: 1. Bounce with music 2. Throw-catch (in air) 3. Dribble	Ball skills -- Throw and catch distance of 12'	Post Test on Ball Skills Record Scores
7	1.	Exercises	Anatomy Pre-test	Exercises	Exercises	Post-test Anatomy
	2.	Record: Sensorimotor Training in the Classroom.	Circle Formation	Record: Sensorimotor Training in the Classroom.	Anatomy	Same questions as Pre-test
	3.	Visual Training part 4 groups (birds)	4 questions to pre-test Record Scores	Visual Training	Skeleton or chart of bones location, joints functions	Record, compare scores
8	1.	Exercises	Exercises	Exercises	Exercises	Exercises in circle formation
	2.	Rope-Jumping - one 7' Rope per child Four groups (barn yard Animals)	Rope-Jumping - 1 Rope per child	Rope-Jumping - 1 Rope per child	Rope-Jumping - 1 Rope per child	Post-Test 10 jumps without a miss
	3.	Pre-Test				

WEEK FIVE

The Suspendable Ball (a tether ball on an eight foot rope) can be used for various activities. Let the children swing at the ball and jump over the ball. The tether ball can be used for an imaginative game involving movement activities and to test eye movement patterns.

Supply one tether ball on an 8 foot rope for each group. There are six children in each of the four groups.

MONDAY -- THURSDAY Each group leader should split his group into two lines with three children in each line. The two lines should face each other with a distance of approximately sixteen feet between lines. Use some type of marking to show the children where they are to stand. The group leader stands in between the two lines and swings the ball in a circular pattern.



Activities with the suspendable ball:

1. Swing the ball clockwise and have the first child in each line attempt to hit the ball with his right hand. As soon as he hits the ball once, he goes to the end of the line and the next child takes his turn (Repeat several times). Begin to see how many times each child can hit the ball before he misses.
2. Swing the ball counter clockwise and the children try to hit the ball with their left hands.
3. Have the children form one line. The instructor swings the ball close to the floor. Let the children jump over the swinging ball. This can be dangerous. As a precaution, the child who is jumping should stand on a mat.
4. Tell the children in your group to sit on the floor in fromt of you. Hold the ball in your hand. Tell the children not to move their heads. They can move only their eyes. The children are to follow the ball with their eys as the group leader moves it from side to side and up and down. The group leader should check the eye movements of each child. Make a list of those children who have difficulty.

FRIDAY Review the suspendable ball activities that have been practiced during the week. Introuduce the suspendable ball as a helium balloon. The type which can be bought at the circus or at Nebraska football games. Explain the reason these balloons go high into the air when you let go of them. Have the children stand in a circle. Tell them to make helive that the balloon is very high in the air. The children are to make believe they are the wind which is moving the balloon. Swing the ball (balloon) in a circular pattern and let the children hit is softly. Explain that you will pretend to be the voice of the balloon. Describe the things that the balloon can see (ie. There's Kathy riding her horse). Finally, the wind gets too strong or the sun gets too hot and the balloon breaks. Let each of the children have a chance to be the voice of the balloon.

WEEK SIX

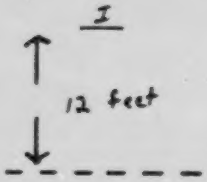
MONDAY Exercises.

Test each child in ball handling skills. To test the children, mark two parrallel lines on the floor with a distance of 12 feet between lines. Throw the ball to each child five times. Record the number of times each child can catch the ball before it hits the floor and how many times the child can throw the ball back to the instructor so that he can catch it before it bounces. The instructor must keep one foot stationary when attempting to catch the child's throws. All throws must be made with one hand and overhead throw. Eight and one-half inch playground balls can be used for this activity.

TUESDAY Exercise.

Show pictures of various games that are played using balls. Divide into the four groups. Each group should be arranged in the following way:

Three feet from a wall, six lines with a distance of three feet between lines. Use masking tape to mark the lines.



Parallel to these six lines make one line with 12 feet between lines. Each child stands behind one of the lines. The instructor stands on the line 12 feet from the children and plays catch with them. The students who close their eyes or turn their heads need to move closer to the instructor. The instructor stands closer to them and throws the ball underhanded until they learn to keep their eyes on the ball. Then the distance can be gradually increased.

A bladder ball can be used with children who are afraid to keep their eyes open when attempting to catch the ball. The bladder ball is just the inside of an old basketball. It is easy to catch and very soft.

WEDNESDAY Spread Formation. "Musical Ball Skills" Educational Activities--or any slow music with a beat.

Exercises.

Have the children spread out so that they have their own personal space. They should be able to put their arms out and turn around without touching anyone or any thing. Give each child a ball. Various sizes and types of balls can be employed.

The children will perform ball activities to music. We used music from a "Musical Ball Skills" record available from Educational Activities, Inc. We use the following activities:

1. When the music begins, bounce the ball to the music. When the music stops, hold the ball.

WEEK SIX (cont.)

2. When the music begins, throw the ball into the air and catch it. When the music stops, hold the ball.
3. When the music begins, dribble the ball to the music. When the music stops, hold the ball.

THURSDAY Exercises.

Repeat Tuesday Activities.

FRIDAY Exercises.

Repeat Monday's skill's test.

WEEK SEVEN

MONDAY

Exercises.
Record: "Sensorimotor Training in the Classroom" available from Educational Activities, Inc., Freeport, L.I., N.Y.

Please use the visual training part of the record. Through the commands given on the record the children are instructed to move their eyes without moving their heads. This exercise will help develop adequate control of the eyes. By control, it is meant that they can track an object without conscious effort. A child's eyes can be healthy and see clearly, yet lack adequate control.

Warm-up:

1. Have the children hold their index fingers at eye level 10-12 inches in front of their eyes. Have the children look from the tip of their fingers to a point on the wall, then back to the end of their fingers as quickly as possible. Make 10 round-trips.
2. The next series of tasks are designed to determine the ability of the children to establish and maintain visual contact with a target. In our schools, the child must be able to establish and maintain visual contact in order to obtain adequate visual information. Hold a small object in your hands. Move it from side to side and have the children track it. They should be instructed not to turn their heads. Move the object in a conveergance pattern to a point four or five inches in front of the child's nose. Encourage rapid eye movement.

Sit in front of the children with several small familiar objects. Pick up an object with your right hand and hold it at the first student's eye level on the child's left side. Ask the child to look at it and name it without turning his head. Pick up another object in your left hand and hold it to his right side, again at eye-level. Ask the student to turn his eyes and look at the object and name it again without turning his head. Repeat this procedure with the rest of the children in your group.

If time permits, practice jumping the long rope.

TUESDAY

Exercises.

Anatomy Pre-test.

Have each of the aides sit in a different corner of the room. Each aide needs a tape recorder. The instructor will have the children sit in their circle formation. Tell the children that you are going to ask them four questions. Warn them not to say anything, but instead, to think about the answer to the questions and remember the answer. After you have given them the four questions and adequate time to think about their answer let them go to one of the aides and tell the aides the answer to the four questions.

The questions are:
1. How many bones do you have in your little finger?
2. Where is the longest bone in your body?
3. How many bones do you have in your arm?
4. Why is it possible to bend your arm at the elbow?

WEDNESDAY Exercises.

Repeat Monday's activities.

THURSDAY Exercises.

Bring in a human skeleton. We borrowed one from our college. Give a general explanation of the location of bones. Show the children the various joints of the body and discuss the function of bones.

Let each child come forward and locate something on the skeleton. Some parts of the skeleton that you may want them to locate are:
1. Knee cap
2. Three bones of the little finger
3. Back bone
4. Largest bone of the body--upper leg (femur)
5. Collar bone--clavicle
6. Wrists
7. Elbow
8. Ankles
9. Jaw bone
10. Ribs

FRIDAY Exercises.

Form the circle. Give the Anatomy Post-test. Follow the same procedures as used for the Pre-test.

WEEK EIGHT

MONDAY Exercises.

Pre Test -- See how many children can jump the single rope 10 times in a row without a miss.

Show the class pictures of people jumping rope. Rope jumping is very good for motor development. To jump the individual jump rope, eye-hand and foot movements must be coordinated.

Split the class into four groups and practice rope jumping. Give the four groups names of barn yard animals: ducks, cows, horses, and pigs. Have one seven foot rope for each student.

TUESDAY
WEDNESDAY
THURSDAY Exercises.

Split into groups and practice single rope jumping. The child may jump any way he or she wants to: Both feet, one foot, or a skip. The rope should be turning forward. Each child may have a different problem, so the instructor should work with each student on his problem area.

FRIDAY Exercises.

Post Test; same as Pre Test or Monday's activities. Have the children remain in the circle for the jump rope skills test. Each child is given one chance to answer the question: "Can you jump the single rope ten times without missing?" There can be no misses and the jumping must be continuous.

NOVEMBER

Week	Monday	Tuesday	Wednesday	Thursday	Friday
9	1. Exercises 2. Pre-Test on Rope Climb 3. Saftey Rules	Exercises Four groups (names of Thanksgiving symbols) 3 groups on long Ropes 1 group on Rope Climb Rotate	Exercises 1 of the 4 groups climb Rope. 3 groups on long rope. Rotate	Exercises 1 of the 4 groups climb rope. 3 groups on long rope	Post-Test
10	1. Exercises 2. Four groups Bridges A. Individual B. Partner	Exercises Four groups One group to Rope Climb 3 groups on short rope	Exercises Four groups Rotate groups between Rope Climb and short ropes	Exercises Four groups Rotate groups between Rope Climb and short ropes	Exercises Four teams Rope climb by all groups. Relays
11	1. Exercises 2. Four groups (sea animals) Stunts, Tumbling Forward Roll 3. 1 4' x 8' mat for each group	Exercises Stunts, Tumbling Review forward roll Forward Roll with Auditory Sequencing Page	Exercises Stunts, Tumbling Review forward roll Make Pyramids	VACATION	VACATION
1	1. Exercises 2. Four groups (names of cattle) Skipping	Exercises Four groups Use same instructions as on Monday	Exercises Four groups Skipping and play Game "Skip Stoop"	Exercises Four groups Practice skipping for 5 min. Relay 5 min. Skip Stoop 5 min. Skip away	Exercises Circle formation Skip Test -- Each child to skip a large circle Skip away game

WEEK NINE

MONDAY Exercises.

Show pictures of people climbing ropes to the tops of high places.

Pre-Test Rope Climb. Can the student climb the rope to the top or a distance of 10-15 feet.

Discuss the rope climb and safety. Rules to follow:

1. When students climb the rope make sure there is a mat under the rope.
2. Always have a teacher or aide holding the rope.
3. Come down slow. If a person slides down he will get rope burns.

Explain that those who climb to the top this year will get their names on the steel beam that the rope hangs from.

TUESDAY Exercises.

Divide the class into four groups. Three groups are on long ropes--two children turn the rope while one jumps. The last group will practice rope climb.

WEDNESDAY Repeat of Tuesday's activities.

Rotate groups.

THURSDAY Repeat of Tuesday's Activities. Rotate groups.

FRIDAY Post-Test. Same as Pre-Test or Monday's activity.

WEEK TEN

MONDAY Show the class pictures of all types of bridges.

Practice on the following activities from "Bridges":

Individual

1. Who can make a bridge leaving room for water to run under?
2. Can you make a long low bridge?
3. Can you make a high bridge?
4. Can you make a short bridge?
5. Can you make a bridge using one hand and one foot?

Partner

6. Can you and a partner make a bridge together?
7. Can you make a bridge your partner can crawl under?
8. Can you make a higher bridge? Can your partner jump over the high bridge?
9. Use one partner for the bottom and one partner for the top. Can you find a way so that the top man does not touch the floor.

(Use mats for all bridge activities--one mat for each group.)

TUESDAY
WEDNESDAY
THURSDAY

Rotate groups between the single jump rope and the rope climb. Three groups will practice jumping rope while one group climbs the rope.

FRIDAY Exercises.

Let all the children climb the rope.

Organize the class into four teams for relay races. Explain how relay races are ran. Have the following relays:

1. Running Relay
2. Sack Relay (two feet inside)
3. Cart Relay (lying on four-wheel scooter board; feet are not to touch the floor)

Rubber bases can be used to mark the starting line and finish line.

WEEK ELEVEN

MONDAY Demonstrate the forward roll. The head should not touch the mat during the roll. The children should attempt to roll to their feet without using their hands to help themselves up.

The group leader should make sure everyone is starting with the correct form. Allow only one child on the mat at a time.

How to do the forward roll:
1. Squat like a baseball catcher.
2. Tuck head to chest.
3. Place hands on mat below knees.
4. Push with feet and roll.

TUESDAY Repeat Monday's activities using auditory sequencing.

Before each child takes his turn, the group leader should give him three directions. The directs should be given only once and the child must listen and then perform. Example--Do a forward roll, clap your hands three times, and hop twice on your right foot.

WEDNESDAY Exercises.

Split into groups. Practice the forward roll.

Make pyramids using six children. Pyramids are made using the children as building blocks. The children are on their hands and knees. Start with three children side by side on the mat. Two children make the second layer by placing one hand and one knee on the back and shoulder of the children on the mat. One child is added to complete the pyramid. He is at the top with his hands and knees on the second layer.

THURSDAY
FRIDAY THANKSGIVING VACATION

WEEK TWELVE

MONDAY - TUESDAY

Divide the class into four groups. Name them after types of cattle: Charlais, Black Angus, Hereford. Show the class pictures of these cattle.

Explain the fundamentals of skipping. (We taught our children by going through the skipping pattern very slowly.)(We taught them to:

1. Step with their right foot.
2. Lift their left foot in the air.
3. Hop once on their right foot.
4. Put their left foot on the floor.
5. Lift their right foot into the air.
6. Hop once on their left foot.
7. Repeat)

WEDNESDAY

Divide the class into four groups and practice skipping. Play the game "Skip Stoop". The aides can work individually with children having trouble.

Skip Stoop

Formation: Children begin to skip joyously with appropriate music.

Action: When the music stops suddenly, all stoop. The last child down is out of the game. This continues until a small group, or, at times, only one child is left.

THURSDAY

Practice Skipping for five minutes.

Have a skipping relay race between the four groups for five minutes.

Play "Skip Stoop" for five minutes.

FRIDAY

Have all children sit down in the circle. Explain the procedure for a skipping skill's test. As you call each child's name, have them skip around the circle. As soon as everyone has been tested, play "Skip Away".

Skip Away

Formation: Circle

Action: Players join hands in circle. "It" skips around outside and tags a player on the back. Player tagged skips after "it" and tries to catch him. If caught "It" must be "It" again. If he reaches the empty space without being tagged, he is safe and another player is "It".

DECEMBER

Week	Monday	Tuesday	Wednesday	Thursday	Friday
13	1. Exercises 2. Trampoline Activities 1. Introduction Safety Rules 2. Fundamentals of bounce Kill bounce	Exercises Trampoline Activities Seat Drop	Exercises Trampoline Activities Knee Drop	Exercises Trampoline Activities Knee, Seat Drop	Exercises Trampoline Test - Check list, Knee, Seat Drops
14	1. Exercises 2. Four groups (Christmas ideas) Single Rope forward, backward	Exercises Four groups To work on forward and backward single rope	Exercises Four groups Single Ropes forward, backward	Exercises Single Rope Activities Forward, backward, one leg	Testing Each child to jump 10 times
15	1. Exercises 2. Same four groups Long Rope Activities - Jumping	Exercises Four groups Long Rope -- Run in and jump	Exercises Four groups Long Rope -- Run in and jump 10 times	Exercises Long Rope -- Partner jump	Skills Test Long Rope
	VACATION	VACATION	VACATION	VACATION	VACATION

WEEK THIRTEEN

MONDAY

Exercises

Discuss the safety rules for trampoline activities (Page 54 in Grades 1-4 Motor Perception guide). Explain the parts of the trampoline (page 53.)

1. How to Bounce on the Trampoline. The child should be encouraged to stand in the middle of the trampoline and gently begin to bounce by lifting his arms upward and toward the front, circling inward and upward, and outward as they descend, always keeping them in front of the body. Correct bouncing techinque can be practiced as a group before the children use the correct arm movement. If the arms descend ina manner that puts them behind the vertical plane of the body, the child will tend to wobble backward and forward out of balance. The feet should be shoulder width apart as they contact the bed and together in the air. The child's eyes should focus on the end of the bed. Permitting the child's eyes to "wander" as he jumps can lead to inaccuracy and incoordination in the air.

2. How to "Kill" Your Bounce. The child should be taught to "stop" his bounce by quickly bending both knees and lowering his hips when his feet hit the bed.

3. Correct Spotting. There will always be at least one instructor or aide at each trampoline. The aide and children stand around the trampoline with their hands above their heads. They must carefully watch the performing student. If the student begins to go off the trampoline on their side, the students should firmly push him back towards the middle of the trampoline.

TUESDAY

Exercises.

Practice Seat Drop.

Seat Drop. While at the height of his jump, the child should be asked to hit the bed on his seat, backs of legs, and hands and then attempt to regain balance to his feet. The feet, as contact is made, are higher than the hips as the body weight of the child depresses the bed under the hips more than under the feet. The feet should be together, knees straight, hands at the sides, palms contacting the bed. The back should be straight when contacting the bed and the eyes straight ahead.

WEEK THIRTEEN (cont.)

WEDNESDAY Exercises.

Practice Knee Drop.

Knee Drop. While at the height of his jump, the child should bend his legs so that instead of landing on his feet he will land on his knees, lower legs, and top of the feet. The upper body should be in an upright position.

THURSDAY Exercises.

Practice knee drop and seat drop.

FRIDAY Exercises.

Give each child a skills test on bouncing, stopping the bounce, knee drop and seat drop. Record Score.

WEEK FOURTEEN

MONDAY Exercises.

Divide the class into four groups. We will stay in these groups for the next two weeks. The names of the groups are: reindeer, Christmas trees, holly, and poinsettias. Sometime during the next two weeks, find pictures or examples of each of these Christmas symbols.

This week will be used to practice jumping the single rope. We spent one week on this activity earlier.

If some of the children can jump forward, let them practice turning the rope backwards and jumping. When they accomplish the backward jumping, let them practice jumping on only one foot.

TUESDAY
WEDNESDAY
THURSDAY Exercises.

Continue with rope jumping. Have all children jump the single rope; forward, backward, right and left foot.

FRIDAY Exercises.

Skills Test. "Can you jump the single rope ten times in succession?"

WEEK FIFTEEN

MONDAY	Exercises. Keep the same groups as last week. Practice jumping the long rope. There will be two turners and one jumper for each group.
TUESDAY	Practice running in and jumping the long rope. Tell the children that when the rope hits the floor it is saying "go". The children should run in when the rope hits the floor.
WEDNESDAY	Practice running in and jumping the long rope. Let them run in, jump ten times, and run out.
THURSDAY	Practice jumping the long rope with partners. Practice running in and jumping the long rope with partners.
FRIDAY	Skills Test. Skills test on running in and jumping the long rope ten times. If time permits, split into groups and see how many people you can get to jump the long rope at one time.

JANUARY

Week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
16	1. Exercises 2. Four groups (Types of bears) Motor Memory Relays Pre-Test	Exercises Four groups Auditory Sequential Memory on tumbling mats	Exercises Four groups Visual Sequential Motor Memory	Exercises Auditory Sequential Memory On mats	Exercises Post-Test Same as Monday Pre-Test
17	1. Exercise "Rocking chair" 2. Catch-up week 1. throw, catch 2. "egg-beater" 3. rope jumping	Exercises in one group Catch-up week 1. long rope 2. short rope 3. throw, catch 4. rope climb	Exercises Catch-up week 1. long rope 2. short rope 3. throw, catch 4. rope climb	Exercises Catch-up week 1. long rope 2. short rope 3. throw, catch 4. rope climb	Exercises Catch-up week 1. long rope 2. short rope 3. throw, catch 4. rope climb
18	1. Exercises 2. Use record: "sensorimotor Training in the classroom".	Exercises Single rope Personal space Activities: 1-7	Exercises Body parts Review: Hap Palmer records	Exercises Trampoline Review: bounce kill knee drop seat drop	Exercises Rope Climbing Skills Test. Long rope activities if time permits.
19	1. Exercises 2. Four groups 1. jump rope 2. throw, catch 3. forward, backward roll	Exercises Work in four groups. Same activities as Monday.	Exercises Four groups Rotate groups but use Monday's list of activities.	Exercises Four groups Work in child's weak area.	Exercises Four groups Work in child's weak area.

WEEK SIXTEEN

MONDAY Introduction

This week the class will be involved in activities planned to improve sequential motor memory. In the sequential motor memory activities we will use both auditory and visual stimulus.

In the area of auditory sequential motor memory, have the child listen to a series of directions that require a motor response. The child will be asked to listen, remember, and respond. A question of this type is included in the September Pre-Test. Question sixteen in the area of Body Awareness reads: Touch your toes, nose, ankles, and knees.

Auditory sequential motor memory can be very important to the child in the classroom. Teachers often give a series of directions that must be followed to successfully complete school work. In the area of visual sequential memory, we will show the child visual information which he will be asked to remember and duplicate. Give each child a short Pre-Test in visual sequential motor memory today. On Friday, give the children the same test to see what improvement has been made. Also Ask the children the auditory sequential motor memory question that they were asked on the September Pre-Test.

Motor Memory

Exercises.

Split the class into four groups: panda bears, polar bears, grizzly bears, and teddy bears. Remain in the circle and explain the activity for the day. Today we will have relay races with three teams in each race. We will have the following races:

1. running
2. skipping
3. sack
4. jump rope (put out one Jump rope for each team, each team member must run to the base, pick up the rope, jump five times, lay down the rope, and run back.
5. cart

Explain that while three of the teams are racing, the other team will be playing a game to test their memory.

Have two sets of construction paper. There should be five pieces of paper in each set with the following colors present in each of the sets: red, white, blue, green, yellow. (Take one set of construction paper and lay it out in the following order: RGBYW. Ask the students to look at the paper for ten seconds. Mix the papers up and put them in a pile. Ask one student to come forward and try to put the papers back in their original order.)

Once the class understands the directions, let one of the aides be in charge of the races.

Set two tables in the back of the room. Send half of the group, not involved in the races, to one table and the other half to the other table. Have the children stand in line behind the table.

WEEK SIXTEEN (cont.)

The teacher or aide then lays out the five pieces of construction paper, gives the first child in line ten seconds to look at the papers, and then mixes them up and sets them in a pile. The student must then put the papers back in the original order. The person doing the testing must use these three basic patterns:

1. RWBYG
2. GRWBY Use these patterns in order. When you finish number
3. GYRWB three, start over with number one.

Keep a written record of the pattern each child is given and each child's answer. When all the children in the first group have been tested, let them enter the relays and select another group to test.

TUESDAY Auditory sequential motor memory activities using tumbling mats. Have each group line up behind their mat. The group leaders will give each of the first children in line a four part direction. The child will then do those four things. Example--Do a forward roll, hop once on your right foot, put your hand on top of your head, and sit down.

WEDNESDAY Use the construction paper activity for practice in visual sequential motor memory.

THURSDAY Auditory sequential memory activities using tumbling mats.

FRIDAY Post-Test. Visual test--same procedure as on Monday.
Auditory test--same as question 16 of September Pre-test.

WEEK SEVENTEEN

MONDAY Exercises--add the "Rocking Chair" exercises. In this exercise, the children lie on their chests, reach back and grab their ankles with their hands, and begin to rock. Instruct them to pretend they are in a furniture store and you and the aides each want to buy a rocking chair. Pick out the one's who are doing the best.

This week will be used to help those children who are having trouble. Children who can not jump rope will be in one group practicing rope jumping. Children who can not catch and/or throw will be in another group practicing throwing and catching. Children who can do well in both of these activities will practice the "egg-beater". The "egg-beater" or "double dutch" is a form of rope jumping. In this activity there are two long ropes going in opposite directions.

TUESDAY Same activities as Monday.
WEDNESDAY
THURSDAY Add rope climb.

Rotate groups.

FRIDAY Include all activities covered this week.

WEEK EIGHTEEN

MONDAY Exercises.

"Sensorimotor Training in the Classroom". Education Activities, Inc. Do all activities from this.

TUESDAY Exercises.

Single rope activities--give each child a rope and instruct them to find their own personal space where they won't touch anyone or anything while they jump rope. Use the following activities:

1. Jump rope forward for as long as you can without a miss.
2. Sit down and use your rope to make the pattern of the first letter of your first name.
3. Jump rope on your right foot.
4. Jump rope on your left foot.
5. Use your rope to make a circle. Sit down inside your circle when you have finished. Pretend you are in a boat in the middle of a large lake. It is very hot, but you don't mind because you are fishing. Have you caught any fish? Don't forget to put the worms on your hooks. You were all so busy fishing you did not notice those dark black clouds coming this way. It's going to rain and the wind is going to blow. You better head for shore. Row faster!
6. Jump rope any way you want to.
7. Can you turn your rope backwards and jump ten times?

WEDNESDAY Hap Palmer record from Education Activities, Inc. Body Parts.

THURSDAY Trampoline activities.
All skills that the children have done before: feet, seat and knee drops.

FRIDAY Rope climb -- Give each child a chance to climb the rope. If he or she can climb 15 feet, check their name.

WEEK NINETEEN

MONDAY-FRIDAY Divide class into four groups.

1. Those children who can not jump rope.
2. Those who can not throw or catch the ball.
3. Those who can not do the forward roll or backward roll.
4. Children who have no trouble with any of these practice the egg-beater.

FEBRUARY

Week	Monday	Tuesday	Wednesday	Thursday	Friday
20	1. Exercises 2. Four new groups 3. Relay Races 1. running 2. skipping 3. hopping 4. running	Exercises Four groups Relay Races 1. sack 2. carts 3. running 4. skipping 5. repeat sack	Exercises Four groups Relay Races 1. skipping 2. balance beam 3. running 4. sack 5. carts	Exercises Four groups Relay Races 1. balance beam 2. sack 3. skipping 4. running 5. carts 6. Hoppity Hops	Exercises Four groups Relay Races Make up your own relays using any or no equipment.
21	1. Exercises 2. Four new groups (Name each group) 3. Stunts--Tumbling Forward and backward roll	Exercises Four groups Stunts--Tumbling Review: forward and backward roll Add: cartwheel	Exercises Four groups Stunts--Tumbling Review: cartwheel Add: dive roll head stand	Exercises Four groups Stunts--Tumbling forward roll backward roll dive roll cartwheel	Exercises Four groups Stunts--Tumbling dive roll cartwheel six-man pyramids
22	1. Exercises 2. Divide class into two groups 3. Trampoline 1. knee drop 2. seat drop 3. kill bounce	Exercises Two groups Trampoline Color code skills Use colored paper Red--kill bounce Green--bounce Yellow--seat drop Blue--knee drop	Exercises Two groups Trampoline Practice: knee drop seat drop kill bounce	Exercises Two groups Trampoline Practice: knee drop seat drop kill bounce	One group Trampoline Skills Te Record Scores. Knee and seat drop, kill bounce.
23	1. Exercise 2. Four new groups (Name groups) 1. rope jumping 2. throw, catch 3. balance beam 4. egg-beater	Exercise Four groups Catch-up week 1. rope jumping 2. throw, catch 3. balance beam 4. egg-beater	Exercise Four groups (Put child in his weak area. Same activities as Mon. and Tues.	Exercise Four groups Catch-up in four areas Work in weak area.	Exercise Four groups Catch-up week Work in: rope jumpi throw, catc balance bea

WEEK TWENTY

MONDAY Divide the class into four teams. Explain the rules and procedures for relay races. Run the following races:

1. running race
2. skipping race
3. hopping race (two feet together)
4. running race

Eight rubber softball bases can be used as markers to make it easier for the children to know where they are to go.

One instructor or aide can run the relay races. The other aides can work individually with children who are having difficulty with some of the basic motor skills (skipping, jumping rope, balance beam, throwing, etc.).

TUESDAY Same as Monday. Use these relays:

1. sack -- Children put both legs in gunny-sacks.
2. carts or scooters -- Children lie on carts and push with their hands
3. running race
4. skipping race
5. repeat sack race

WEDNESDAY Include these races:

1. skipping
2. balance beam -- Put one balance beam out for each team. The children must run to the beam and walk forward across it. On the way back, they must run to the beam and walk backwards across it. If a child falls off or looks down, he must start over.
3. running
4. sack
5. carts

THURSDAY Relay Races. Include these races:

1. balance beam
2. sack
3. skipping
4. running
5. carts
6. hoppity-hops -- (Hoppity-hops are large rubber balls with handles. The children sit on the balls and bounce.)

FRIDAY Same as Monday. Use any relays.

WEEK TWENTY-ONE

MONDAY	Split the class into four groups for practice on Stunts and Tumbling. Name each of the groups. Have one 4' x 8' mat for each group. Practice the forward roll and backward roll.
TUESDAY	Practice the forward roll, backward roll, and cartwheels.
WEDNESDAY	Exercises. Practice dive roll, head stand, and cartwheels.
THURSDAY	Exercises. Practice forward, backward, and dive rolls and cartwheels.
FRIDAY	Exercises. Practice cartwheels, dive rolls, and six-man pyramids.

WEEK TWENTY-TWO

MONDAY Go over all the trampoline safety rules.

Divide the class into two groups and practice on the two trampolines. Practice knee drops and seat drops. Make sure each child is bouncing correctly and knows how to kill his bounce.

TUESDAY Same as Monday. Color code the trampoline activities. Use the following code:

Red card - kill your bounce
Green card - bounce
Yellow card - seat drop
Blue card - knee drop

Explain the code to the children. They will have to remember the color code. An instructor stands in front of each trampoline and holds the cards.

WEDNESDAY Exercises.

Same as Monday's activities.

THURSDAY Exercises.

Same as Monday's activities.

FRIDAY Use only one trampoline.

Skills Test on:

1. Killing the bounce
2. Knee drop
3. Bouncing
4. Seat drop

WEEK TWENTY-THREE

MONDAY--FRIDAY

Divide the class into four groups.

1. Those who can not jump rope forward and backwards.
2. Those who can not throw or catch the ball.
3. Those who can not walk the balance beam backwards.
4. Children who can jump rope, throw and catch, and walk the balance beam can practice the egg-beater.

MARCH

Week	Monday	Tuesday	Wednesday	Thursday	Friday
24	1. Exercises 2. Four teams Relays 1. skipping 2. balance 3. sack 4. carts 5. running	Exercises Four teams Relays 1. hoppity hops 2. skipping, etc.	Exercises Four teams Relays Make up your own Relays.	Exercises Four teams Relays 1. skipping 2. balance beam 3. sack 4. carts 5. running	Exercises Four teams Relays Make up your own Relays.
25	1. Exercises 2. Four groups (Name each group) Rotate groups 1. rope climb 5 min 2. long rope 5 min 3. short rope 5min. 4. ball handling 5 min.	Exercises Four groups. Rotate 1. rope climb 2. long rope 3. short rope 4. ball handling	Exercises Four groups Continue to rotate, using Monday's activities.	Exercises Four groups. 1. rope climb 2. long rope jumping 3. short rope jumping 4. ball handling	Exercises Four groups Rotate using Thursday's activities
26	Circle Formation 1. Exercises 2. "Sensorimotor Training in the Classroom" Side A 15 min.	Exercises Skills Test: Rope Climb Record Scores	Exercises Record: "Musical Ball Skills" 1. bounce 2. toss 3. dribble	Exercises Short Rope 1. jump forward 2. letter forming 3. backward 4. letter formation	Exercises Record: "Getting to Know Myself" Side A by Hap Palmer
27	1. Exercises 2. Four new groups 1. peg boards 2. catch 3. long rope 4. stunts, tumbling	Exercises Four groups Change groups to new activity. Rotate.	Exercises Move groups to new activity. 1. catch 2. long rope 3. stunts, tumbling 4. peg boards	Exercises Move to last new group Finish activities listed for Monday.	Record: "Getting to Know Myself" Side B by Hap Palmer

WEEK TWENTY-FOUR

MONDAY--FRIDAY

Divide the children into four new teams, with a name for each.

Relays--Skipping, Hoppity Hops, Balance Beam, Sack, Carts, Running.

One teacher or aide can supervise the relays. The other three aides can work individually with students who need help in specific motor skills.

Use your own relay ideas.

WEEK TWENTY-FIVE

MONDAY--FRIDAY

Divide the class into four groups. Name each group.

Rope Climb	5 min.
Long Rope (run in)	5 min.
Short Rope	5 min.
Ball Handling	5 min.

Rotate groups so that each group will spend five minutes at each of the activity areas.

WEEK TWENTY-SIX

MONDAY "Sensorimotor Training in the Classroom" (Side A "15 min.')
Use Side A of the record.

TUESDAY Skills Test on Rope Climbing. Have the children sit in a circle and give each child one chance to climb to the top. Keep a list of the children who climb to the top, a list of those who climb at least half way, and a list of those who can not climb half way.

WEDNESDAY Give each of the children a ball. Use the record "Musical Ball Skills". When the music starts, they begin the activity and when the music stops, they stop and hold onto the ball.

Use the following activities:

1. Bounce the ball.
2. Toss the ball into the air and catch it.
3. Dribble the ball.

THURSDAY Give each of the children a short rope.
Instruct them to jump the short rope forward.
Have the children use their rope to form the first letter of their middle name.
Instruct them to jump the short rope backwards.
Have the children use their rope to form the letter "b".
Instruct the children to jump the short rope on one foot.
Instruct them to use their rope to form the letter "d".
Tell the Children to jump forward.
Have the children make a square using their ropes. As soon as they have made the square, have them lie down in the square. Have them pretend that they are lying on a blanket which is on top of a large rock. All at once the rock, or what they thought was a rock, begins to move. It is actually a very large, turtle. As the turtle begins to move, open your eyes and look around. The turtle is very big. When you look down, the cars on the road look like toy cars. All at once, the turtle leans to one side and off you go, and your blanket too. It's a long drop. How does it feel to be falling so far? Grab onto your blanket. If you hold on tight, your blanket might act as a parachute and bring you safety to the ground. When you hit the ground, jump the rope ten times to show us that you don't have any broken legs.
As the children line up at the door to leave, show them pictures of parachutes.

FRIDAY Use Side A of the record: "Getting to Know Myself" by Hap Palmer, Educational Activities, Inc., Freeport, L.I., N.Y.

WEEK TWENTY-SEVEN

MONDAY--THURSDAY Divide the class into four groups, and name the groups. This week we will work on four activities. Each group will work one day on each of these activities.

1. Peg Boards (This activity is explained on page 20 of this manual) We have the average times for all the peg board questions.
2. Play catch with a 4½ lb. medicine ball. This is good for upper body strength development.
3. Practice running in and jumping the long rope.
4. Stunts and Tumbling. Put out all four mats and practice the activities we have covered earlier.

FRIDAY Hap Palmer record: "Getting to Know Myself". Side B.

APRIL

Week	Monday	Tuesday	Wednesday	Thursday	Friday
28	1. Exercises 2. Three groups 1. stepping stones 2. animal walks 3. batons, wands see explanation sheet, page	Exercises Three groups Rotate to new groups using Monday's activities.	Exercises Three groups Rotate each group to a new activity.	Exercises Rotate groups according to needs.	Exercises Rotate groups according to individual needs.
29	1. Outside or inside activity. 2. Four groups. Relays. 1. sack 2. hoppity hop 3. skipping 4. running 5. re-run the favorite	Exercises Four groups Yesterday's relays Tug-of-War Teams 1 and 2 against 3 and 4.	Exercises Skills Test 50 yard dash Record Scores.	Exercises Four groups Relays 1. sack 2. hoppity hop 3. skipping 4. running 5. re-run the favorite	Exercises Tug-of-War Teams 1 and 3 against 2 and 4
30	1. Exercises 2. Relays Use a sloping hill.	Exercises Game: "Jump the Stream" inside or outside.	Record: "Mod Marches" Marching in a group, by 2's or 4's, start left foot.	Exercises Relays Use different types, up or down a sloping hill.	Record: "Learning Basic Skills Through Music". Hap Palmer
31	1. Exercises 2. Four new groups Balance Beam forward, backward	Exercises Relays 1. skipping 2. running 3. hopping 4. sack	Exercises Throw, catch any type ball.	Exercises Rope jumping long and short rope.	Exercises Rope climb to the top if they can.

WEEK TWENTY-EIGHT

MONDAY--WEDNESDAY Exercises.

Split the class into three groups. Cover three activities this week. Let each group rotate. Each group will spend one day on each activity. The activities are:

1. Stepping Stones -- as described on page 52 of manual.
2. Animal Walks - [illegible]scribed on page 57 of manual.
3. Batons and Wands -- as described on page 37 of manual.

THURSDAY Exercises.

Rotate groups according to needs.

FRIDAY Exercises.

Rotate groups according to individual needs.

WEEK TWENTY-NINE

MONDAY For the remainder of the school year, motor perception activities can be held outdoors whenever weather permits. Plan indoor activities for two days each week. Use these activities when it is impossible to get outside.

Relay races -- Go over procedures and rules to be followed. Put out the bases. Divide the class into four teams. Have the following races:

1. Sack
2. Hoppity Hop
3. Skipping
4. Running
5. Re-run the favority race

TUESDAY Exercises.

Relay Races -- Same as Monday.

Tug-of-War -- Teams 1 and 2 against 3 and 4.

WEDNESDAY Exercises.

Skills Test. Time each child in the 50 yard run and the 50 yard skip. Let each person run alone and use a stop watch to get an accurate time. (One girl and two boys ran the 50 yards in 10 seconds. The slowest time in the 50 yard run was 14.3 seconds. Two boys and one girl skipped 50 yards in 14 seconds. The slowest time in the 50 yard skip was 26 seconds.)

THURSDAY Repeat Monday's activities. Tug-of-War: Teams 1 and 3 against 2 and 4.

FRIDAY Repeat Tuesday's activities.

WEEK THIRTY

MONDAY	Relay races up a sloping hill. The children enjoy running, skipping, and hopping up and down a gentle slope.
TUESDAY	Play the game "Jump the Stream" listed on page 93 of the manual. (Play outside if weather permits)
WEDNESDAY	Hap Palmer record: "Mod Marches". Available thru Education Activities. Lead the children in marching activities listed on page 98 of the manual.
THURSDAY	Same as Monday.
FRIDAY	Hap Palmer record: "Learning Basic Skills Through Music" Available thru Educational Activities.

WEEK THIRTY-ONE

MONDAY Balance Beam.

Split the class into four groups. Name the groups. Work on walking forward and backwards on the balance beam.

TUESDAY Relays.

Divide into the four groups and have relay races. Include:

1. Skipping
2. Running
3. Hopping
4. Sack

One aide should direct the relays. The other three aides work individually with students who need extra help in motor activities.

WEDNESDAY Throwing and Catching.

Divide the class into four groups. Practice throwing and catching.

THRUSDAY Rope Jumping.

Split into four groups and practice jumping the long and short rope.

FRIDAY Rope Climb.

Let each of the children have one last chance to climb to the top of the rope. If time permits have a tug-of-war.

MAY

Week	Monday	Tuesday	Wednesday	Thursday	Friday
32	TESTING	TESTING	TESTING	TESTING	TESTING
33	Practice for Program	Practice for Program	Practice for Program	Practice for Program	Program for Parents
34	The children only bat. The instructor and aides play the field. Play Softball (Go over fundamentals of hitting) Use only 2 bases; home and first	Play Softball	Play Softball	Play Softball	Play Softball

WEEK THIRTY-TWO

MONDAY-FRIDAY	Post test the children. Use the same test that was used at the beginning of the school year. Record the results and compare them.

WEEK THIRTY-THREE

MONDAY-FRIDAY Parents are most interested in what their children are doing in school. A program where the children can demonstrate what they have learned is an excellent way of showing and promoting public relations. Do the activities that the children like the most. (Don't forget to have the parents participate in some activities.) The program could be held at night or during the regular school day.

The 1972-73 Kindergarten classes at Wayne made the following results. Compare your testing results in the spring of the year. Project Success would be interested to learn of your experience, and results. If at all possible send them to:

Project Success
Wayne Elementary School
Wayne, Nebraska 68787

Project Success

for the S.L.D. Child

Kindergarten

MOTOR PERCEPTION ACTIVITIES

Name:____________________________________Grade________ Sex: M F
Last First Initial

Birth Date:____________ ________ ____________Pre-test date:____________
Month Day Year
Post-test date:____________

Pre-test height________ Post-test height________

Pre-test weight________ Post-test weight________

(Use different color ink when scoring post-test)

Hand, Eye, Foot choice

A.	Hand	R	L	What hand do they throw with?
B.	Eye	R	L	What eye do they use?
C.	Foot	R	L	What foot do they kick the ball with?

Area II DYNAMIC BALANCE

Part I Balance Beam Pre-test

Can he keep his eyes on the target directly in front of him at eye level and walk a 4" balance beam without falling off?

		Pre		Post	
		yes	no	yes	no
a.	walking forward	39	24	62	1
b.	walking backward	17	46	57	6

Can he balance for 5 seconds on the 2" side of the balance beam without falling off?

c.	right foot vertical	33	30	49	14
d.	left foot vertical	29	34	46	17

Area III BODY AWARENESS

Part I Identification of Body Parts Pre-test

Stand in front of the child while giving commands. Ask the child to touch his body part. If the body part is a pair he must touch each member of the pair. Write and "H" in the right margin if the child touches the body part correctly, but hesitates before doing so.

		Pre		Post	
		yes	no	yes	no
1.	touch your shoulders using both hands	61	2	62	1
2.	touch your head	63	0	63	0
3.	touch your eyes	63	0	63	0
4.	touch your chin	60	3	63	0
5.	touch the back of your neck	62	1	63	0

Part I Pre-test (cont.)	Pre		Post	
	yes	no	yes	no
6. touch your elbows	47	16	63	0
7. touch your ankles	37	26	60	3
8. touch your knees	61	2	63	0
9. touch you littlest toes	63	0	63	0
10. touch your heels	56	7	60	3
11. touch your wrists	23	40	59	4
12. touch your R hand to the R knee	26	37	42	21
13. touch your L hand to your L ear	26	37	44	19
14. touch your R hand to your L eye	20	43	44	19
15. touch your L hand to your R ankle	19	44	43	20
16. touch your toes, nose, ankles and knees	7	56	27	36

1. Did not quickly touch the body part called for.

2. Did not touch both members of a pair.

3. He did not touch the described body part accurately, "feeling around" for it.

4. He did not have the proper sequence and carry out the question, without you repeating it more than once, or more than two trials.

Part II Angels-in-the-snow

To the instructor: This test is particularly useful in detecting problems in neuromuscular differentiation and specific problems with right and left sidedness. The child lies down on the mat and moves his arms and legs. A brief demonstration and practice session is desirable. Make sure the arms and legs are straight, fully extended, and in contact with the mat. Use a 4' by 8' mat that has been divided into four sections. One vertical line in the middle of the mat and one horizontal line two-thirds of the way from one end. The child should lie so that the middle of his body lies at the point at which the lines intersect. Child is to lie on his back.

Page 44 in the Purdue Perceptual-Motor Survey

1. Move just this arm. (examiner points to the right arm.) Now move your arm back to your side. yes no

2. Move just this arm. (Point to left arm.) Move it back to your side. yes no

3. Move just this leg. (Point to right leg.) Move it back together. yes no

4. Move just this leg. (Point to left leg.) Move it back together. yes no

5. Move both arms. Now back. yes no

6. Move both legs. Now back. yes no

Purdue Perceptual-Motor Survey (cont.)

7. Move this arm and this leg. (Point to left arm and left leg.) Back. yes no

8. Move this arm and this leg. (Point to right arm and right leg.) Back. yes no

9. Move this arm and this leg. (Point to right arm and left leg.) Back. yes no

10. Move this arm and this leg. (Point to left arm and right leg.) Back. yes no

11. Move both arms and both legs together so that they open and close at the same time. yes no

Score

1. He can not visually identify the part to be moved.
2. The limbs aren't moved smoothly and decisively.
3. There is overflow into other limbs.
4. He can not make necessary corrections with only one repetition of instructions.

Area IV SPATIAL AWARENESS

Part I

Can he bounce the ball waist high with both hands, hitting within a 1" square, and catch the ball each time keeping his eyes on a fixation point, at eye level in front of him.

Part II

Play catch with the student, having him throw the 8 ½" ball in the air to the instructor. The instructor then bounces it back. Throwing distance: Kindergarten-12'; 1st and 2nd-15'; 3rd and 4th grades-18'.

yes no

1. Does he throw consistently with the same arm? ___ ___

2. Can he throw the ball in the direction of the instructor, so that the instructor can catch it, keeping one foot stationary 3 out of 5 times. ___ ___

3. Does he keep his eyes on the instructor when he throws? ___ ___

4. Can he catch the ball after one bounce? 3 of 5 times ___ ___

5. Does he blink when attempting to catch the ball? ___ ___

6. Does he stop with the foot opposite the arm he throws? ___ ___

Area V TEMPORAL AWARENESS

		Pre		Post	
Part I Jumping and Hopping		yes	no	yes	no
1.	Can he jump over 15 inches keeping both feet together?	NR	NR	NR	NR
2.	Can he jump 5 times within a 15" square without losing his balance? (Both feet)	53	10	61	2
3.	Can he hop on the right foot within a 15" square without losing his balance?	28	35	50	13
4.	Can he hop on the left foot within a 15" square without losing his balance?	23	40	46	17
5.	Can he skip around you in a smooth manner?	15	48	63	0
Part II Metronome					
1.	Using a metronome, can he clap a steady beat?	28	35	52	11
2.	Can he tap his left foot to the beat?	20	43	50	13
3.	Can he tap his right foot to the beat?	27	36	49	14
4.	Can he jump rope ten times with a short rope? Must jump off both feet and the jumping must be continuous.	2	61	61	2
5.	Can he climb to the top of an 18' rope using hands and feet?	0	63	26	37

Test Results

Activity	September Pre-Test	May Post-Test
Balance Beam - Forward	62%	98%
Balance Beam - Backward	26%	90%
Single jump rope (Turn the rope forward and jump 10 times in succession)	3.2%	96.8%
(Turn the rope backward and jump 10 times in succession)	0%	66%
Skipping	23%	100%
Climbing Rope (18 feet)	0%	41%